

# PERSONALISED EDUCATION

## 'Personalising the Education Landscape'

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

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### Landscapes, Travellers and Technology – Editorial Peter Humphreys

*Personalised Education Now* Peter, Chair of PEN comments on the range of membership contributors to our PEN Journal and then looks at a Personalised Education Landscape in terms of the landscape and travel and hints at the part technology can play.

*Contributions in this edition once again reflect the diversity of our support and expertise from those in the mainstream system, community and self educators, further and higher education and home-based educators.*

*Personalised Education Now* lies in that critical space where learning, life and living are re-integrated. It offers the vision which is currently lacking. Its membership and supporters have a coherent, credible view and a wealth of practical experience and success. We need to engage at every opportunity and offer a principled way forward. We also need to consider the implications of new technological and cultural trends and how they impact on our thinking. To this end I offer a taster of how technology can support our landscape perspective.

A *Personalised Educational Landscape (PEL)* would include all the learning resources, human and physical, institutional and virtual in current educational sectors, in homes, libraries, workplaces, community arts and adult learning programmes, our science and art museums, television and public services and individual learners and so on. It would be an *abundant, e-enabled, lifelong learning landscape of which our current institutions become just one transformed part*. The environmental approach is inclusive, allowing exploration and legitimisation of the learning and values of those currently at the margins.

*Key ethical values and learning principles* help identify the degree of personalisation along the continuum between shallow personalisation (mass customisation... where agendas currently lie) and deep personalisation (system transformation):

- *Learner-managed learning... co-constructed to meet learning styles and preferences and supported by a range of others*
- *Shift from dependency to independence and interdependency based on the principles of subsidiarity, personal responsibility and choice*

- *Invitational Learning institutions and experiences*
- *Learning from an educational landscape of opportunities within physical and virtual places and spaces*
- *Re-integration of learning, life and community. Life not necessarily lived to a pre-determined linear pattern ... interweaving learning with all aspects of living and community*
- *Democratic values, organisation and practice... democracy is not pre-determined and has to be cultivated and developed.*
- *Catalogue and natural versions of curriculum and assessment... no imposition - choice from pre-existing curriculum catalogues or developing learner's own natural preferences*
- *De-coupling of age-stage progressions and assessments... learning linked to readiness and the principle of real life-long learning*

Viewing *learners as travellers* we can investigate the control they have over learning and life. A *PEL traveller could learn independently or with groups, take up packaged learning or bespoke learning journeys*.

Learners investigate a range of learning pathways, co-constructing and researching their own learning with the assistance of travel agents and guides. They would assist in co-creating *Personal Learning Plans (PLPs)* signposting learning programmes from the catalogue of curricula. They could hitch groups of learners together and help with research and advice where learning skills are required.

*Travel agents and intelligent ICT agencies would offer information, reflection, and challenge and a 24/7 365 network of invitational support* as the basis for deep learning, engagement and motivation.

The more personalised the landscape the more learning is learner-led and educational experiences are invitational and based on choice. For the vast majority this would be a process of co-constructed learning travel with families, communities, networks and educational professionals.

*ICT (information communications technology) and DT (digital technology) connect, energise and facilitate the landscape, shaping new learning environments, pedagogies, tools and media for learning.* In a *PEL* ICT creates access, networks and routes for exploration throughout the global learning environment.

They *support navigation and signpost the way* with guidance and just in time learning. Intelligent agents can support and sustain the guidebooks, the common route maps, the supplementary information, brokering, matching and booking of learning plans.

They can assemble a *resource-rich landscape* complete with freely accessible learner essentials... toolkits for basic skills, knowledge, change management, active and accelerated learning.

They enable learners to learn at their *preferred time and pace, anytime, anywhere and support e-assessment and continuous feedback.*

ICT and DT become a part of the *learner's toolkit and media, the learner's communication and evidence base* and have a major role in accessing the *PEL* and replacing the transactional model of education.

Undoubtedly, institutions would remain but would recycle, re-orientate and evolve along *PEL* principles.

Current work, life and care patterns would probably mean that at the outset the majority of young people would still learn in transformed institutions but over time they could reassess the potential for exploring other learning and *life journeys and episodes and move increasingly from dependency to independence and interdependency.*

Such experiences could be undertaken for any agreed periods of time, at any age and in combination. Pressure to meet age-stage norms, study particular age related material or to enter different sectors is removed. *Readiness to travel (that is, learn) is the driver.*

A *PEL* would recognise and validate *a whole range of assessment and evaluation tools* as credible possibilities. A *PEL* would take a more holistic and flexible view of ascertaining what a learner can do or has achieved.

System transformation requires evolutionary development occurring with commitment and capacity to build and sustain it. *A co-construction with learners, an adaptive landscape* funded and established on need and success. Reason suggests we legitimise, learn from and include others who already have or would welcome deeper personalised choice.

A *PEL* would accumulate *societal learning capital* having a profound positive generational impact. It would *advance social cohesion and inclusion, active democracy and other qualitative aspects of our lives and communities.*

Our current learning systems are resource-rich and can be transformed. It requires attitudinal and cultural shifts promoting *'edversity'* and providing continuous adaptation and evolution of a learning and learned society, founded on a *Personalised Education Landscape.*

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.

## Personalised Education Now Website Rebuilt Website Goes Live!

- Peter Humphreys

The *PEN* website is now live <http://c.person.ed.gn.apc.org/>  
This marks another significant benchmark in the development of our organisation and what we are enabled to do.

Our rebuilt website is now live at <http://c.person.ed.gn.apc.org/>.

Please pay regular visits and subscribe to our e-briefing. It is intended that the website is our 'one stop shop' for everything about *PEL* past, present and future. You will find it includes archived materials from *Education Now* and all the resources we can muster supporting the development of a truly personalised learning system.

We hope the site will attract further membership and support and that more of you will be able to take an active part within the organisation, crossing boundaries of distance. In addition to being able to publish in our journals, newsletters and *Educational Heretics Books* the website provides another canvas on which our message can be promoted. You will find details and contacts of how you can submit news and articles for any of the arenas. We encourage you to contribute.

We now have a global audience and will join those across the continents who are working to shift mindsets and refocus what we understand as learning and education.

We want a site that will be constantly refreshed. A site that will monitor and challenge current failings, highlight and support those working in personalised ways and envisioning a *PEL*. We need to articulate how a *PEL* will work at every level and share the experience and learning of those who already enjoy the benefits.

## The SELF-MANAGED LEARNING approach to personalised education.

- Professor Ian Cunningham

Ian's work is more proof that learner-managed learning works. When will the schooling sector recycle itself around this principle and merge into a wider *PEL*? The successes with school 'failures' begs what others would achieve if they had this option. Isn't it time that *Flexi-schooling* emerged as a serious option in transforming the landscape?

In this article I will say a bit about our work in the South Downs Learning Centre with young people who do not go to school before commenting on some work that we have been doing in schools.

### The South Downs Learning Centre

We launched the Learning Centre three years ago to meet the needs of young people aged 10 to 16 for whom schooling had not worked. This included those who had been home educated and those whose parents decided to remove them from school. At a later date we also took on a student where the school had given up on him (but he stayed on the school roll) and one student who was flexi-schooling.

We have a process approach to the curriculum not a content or subject based one. We do not teach and we do not start with any assumptions about what the young person should learn. Each student creates their own learning programme with the help of a learning group. However we do ask that students work to the

process outlined below – that is we expect them to come to a learning group and to work out, with help, what they want to learn.

Our basic approach is, then, to ask students to do two things:

1. Attend a learning group of up to six students with an adult acting as a learning group adviser
2. Write a learning agreement indicating what they want to learn.

For the latter process we ask students to consider five questions about themselves:

1. *Where have I been?* What have been my experiences of learning and of life? What have been the things that influenced me from the past?
2. *Where am I now?* What kind of person am I? What do I care about? What's important to me? What abilities do I have?
3. *Where do I want to get to?* What kind of person do I want to be? What learning goals do I want to set for myself?
4. *How will I get to where I want to be?* What learning methods can I use? What support do I need?
5. *How will I know if I have arrived?* How will I assess or measure my learning? How will I know that I have achieved what I set out to achieve?

Answering these questions is not easy and the support of the group is important. We aim to get a written learning agreement based on these five questions, though where the student is unable to write they dictate the answers to these questions to someone who writes for them.

When students come up with things that they want to learn one interesting (but not surprising) thing is that no-one has ever asked to learn in a classroom. A whole range of learning approaches appeal to students including visits, individual coaching, the Internet, TV, distance learning materials, interviewing experts, reading, and so on. In our research on learning approaches available to young people we have identified 55 such methods that can be used to good effect, though most students pick a small range of these to suit their learning preferences.

Where a student might wish to do GCSEs then we have found the services of the National Extension College and its distance learning facilities quite adequate. Not all GCSEs can be studied through this route, though. For example one student wished to go on to college to study art. However art GCSE cannot be assessed outside school. Given that the college wanted four GCSEs he chose to study English, maths, biology and psychology. The college was so impressed with his portfolio of art work that they gave him an unconditional place anyway. And the lecturer interviewing him for a place commented that this student would probably find the transition to college much easier than students from school as he had become used to managing his own learning. This has proved true and he has been getting distinctions in his college work.

### Working with schools

We have been somewhat ambivalent about working with secondary schools, as might be apparent from our values and ways of working. However we have felt that we should not abandon young people (and their parents) who feel that they have

no option but to be in school. When schools have seen how successful our approach has been with students not in school and where they feel the need for specific support, they have become more ready to call on our services.

I should say that the people in schools who have asked us to come in have been heads, deputies and other senior staff – that is those who feel the most pressure to try something different. An example of one specific request has been to work with students identified as causing behavioural problems. I recently worked with one group of Year Eight boys who had been in and out of exclusion and were regularly sent out of classes.

We worked to the same model of a learning group and learning agreements that we use with students out of school. Initially they found the process strange and difficult – and they did not find it easy to think of what they could become after leaving school. We use various processes to assist students in this process – for example I asked them to draw pictures of their futures rather than rely on words.

Initially most of the group had ideas about becoming professional sportsmen, especially footballers. However, through exploration in the group, they came to the conclusion that this might be over-ambitious. They started to think more about their existing skills and ideas and to consider other options and most wanted to look at what they described as mechanics.

In order to do this we went on visits – for instance to a further education college and to a local garage to look at the workshops and to question the workshop manager about what was required to become an apprentice. The students also quizzed lecturers at the college about opportunities there when they were in Year 10. The notion of visits is nothing new for schools. The main difference in our approach is that students first of all think about possible developmental goals for themselves and then come up with the questions that they want answered. In any interaction the questioner is more in control and we want the students to be in control in these situations – not an adult who wants to tell the students what he or she thinks they need.

Although we only had two hours every three weeks with the students – and for only just over two terms – the school staff identified marked changes in them. At a review session at the end of the programme, one deputy principal asked why students had made such progress. She complained that previously the school had tried everything to get the students to improve their behaviour and nothing had worked. My response was to say that I had not asked the students to improve their behaviour. I had asked them to think about who they wanted to be and therefore how they could become the person they wanted to be as adults. They set their own goals and came to their own conclusions about what they needed to do.

### The future

We are now extending our work and, at the moment, our aim is to have our own permanent premises (so far we have hired community facilities). This will not only allow us to offer a better service to students outside school but will also mean that we can get school students out of their institutions and into our own facilities. The culture of our learning groups and of Self Managed Learning does not fit into a standard secondary school with its emphasis on the classroom, formality and imposed rules (in our



groups the students set the rules and they police them – and we are always on first name terms with students).

With our new premises we also envisage being able to offer more development opportunities to those who want to learn to use Self Managed Learning approaches. We have already started to develop adults working in schools to run SML programmes and this will continue.

We are open to anyone contacting us about our work and we can put anyone on the mailing list for our free newsletter. Anyone interested in the work of our parent charity, the Centre for Self Managed Learning, can check the website [www.selfmanagedlearning.org](http://www.selfmanagedlearning.org).

Professor Ian Cunningham chairs the consultancy Strategic Developments International Ltd. and the charity Centre for Self Managed Learning. He is Visiting Professor in the School of Lifelong Learning and Education at Middlesex University and a Visiting Fellow in the Centre for Educational Innovation at Sussex University. He was Chief Executive of Roffey Park Management Institute from 1987 to 1993. Ian invented the Self Managed Learning approach in the late 1970's as a result of a wide range of experiences in the educational world and in organisations. These included being National Secretary of the National Union of Students in the UK (1968-70); work as a trainer and developer in the public sector; time as Visiting Professor in the Graduate School of Education at the University of Utah and in the Technical Teacher Training Institute, Bhopal; acting as a consultant to various companies. Recent projects in education include working with the Institute for Democratic Education, Israel; evaluation of Summerhill School; research and writing on learning. Current projects include working as part of the team running the South Downs Learning Centre, running Self Managed Learning programmes in schools in England, researching, writing and consulting with various international companies.

## 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, with his *Finding Voices, Making Choices* as the lead book was launched at The Walsall Art Gallery on 21<sup>st</sup> March 2005. Guest speakers included David McNulty, Walsall's Executive Director for Education, Life-long Learning, Community, Leisure and Culture.

The latest book in this series has also been released: *Comparing Learning Systems: the good, the bad, the ugly and the counter-productive* by Roland Meighan, Educational Heretics Press, ISBN 1-900219-28-X

We have launched what we hope will be the first in a series of books based on our Home-based Education research. *Who Why and How – The Face of Home-Based Education 1* researched and authored by Mike Fortune-Wood. Educational Heretics Press, ISBN 1-900219-30-1. Personalised Learning has much to learn from Home-Based Educators and hence the interest of The Centre for Personalised Education / Personalised Education Now.

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 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 (4<sup>th</sup> Edition, 5<sup>th</sup> 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

## Book Review

- Hazel Clawley

*Positive Childhood: Educating Young Citizens*, by Mildred Masheder. Green Print, The Merlin Press, PO Box 30705, London WC2E 8QD. ISBN 1-85425 094 9

This book is described as a resource book for teachers and parents of primary school age children. It comes with ringing endorsements from the Archbishop of Canterbury, Rowan Williams, and Neil Hawkes, Senior Education Adviser.

It is full of practical ideas for activities and games to encourage children to talk about their feelings, to listen to others, to deal with anger, to resolve conflicts peacefully. I have never worked in schools, but I have experience of children's clubs, play schemes and playgroups, and I think many of the activities described would work well in those settings.

The writer has a 'hands off' approach which many home-based educators will appreciate. Children 'instinctively know how to create their own development', she says. The adults' role 'is one of support and encouragement, providing stimulation when needed and then letting them get on with it'. Mildred Masheder is fully aware of the difficulties teachers face in trying to adopt this way of working in schools where SATs and league tables dominate the day. However, she feels that the introduction of 'Citizenship' as part of the National Curriculum has created an opportunity to make some space in the busy school schedule for such things as building better relationships between staff and pupils, giving children a say in how the school is run, and building links between the school and the local community. She has found some examples of good practice within the state system, and photographs from two such schools illustrate the text. She sees 'positive signs that the British education system ... might be moved to make changes along the lines that this book puts forward'. Let's hope that she is right.

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 play schemes. 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.

## Dispatches from our Grandfather Correspondent

- Michael Foot

Michael reflects on the nature of school behaviour management. This leads him to question the nature of schooling.

The subject of our training session for school governors was Behaviour Management. The evening was organised by the county's excellent governor support unit. One of the unit's representatives conducted the session, apologising that, due to illness, a colleague from the county's advisory staff could not also be present to share duties with her. Perhaps if this other person had been available there might have been a less uncritical acceptance of some of what we heard during the evening.

In truth, I was disturbed by much that we did hear, and by much that remained unsaid but which was implicit in what was said.

I was, for example, discomforted by the periodic shift back and forth between the relatively neutral 'management' of behaviour and the more sinister sounding 'control' of behaviour.

And where, I wonder, have we got to in schools when a parent governor shares with us her concerns about the competence of her daughter's class teacher, but finds consolation in the fact that her daughter is in Year 4 which is not 'a SATs year'?

Then there was the secondary school governor who raised the issue of class size and included in his thoughts on the subject his belief that classes should not become 'too small' lest thereby was diluted, even lost, the sense of competition between children.

When governors were invited to contribute ideas about ways in which schools could manage / control behaviour effectively, nobody demurred – at least not out loud – at the need for 'consistency' and for 'appropriate work'.

But 'consistency' in what terms? Within broad limits, yes of course. But were we really advocating that all children should be treated in a similar way regarding the management / control of their behaviour? There were enough anecdotes during the evening to demonstrate that this is not reality in our schools, and that nor should it be.

And 'appropriate work'? Again it sounded unexceptional and again there was an apparent unanimity of the view about its desirability. But it was unanimity of view which seemed to extend no further than the belief that children's work should be set at an appropriate level of difficulty. Nobody mentioned its appropriate *relevance and purpose* to the child, which in my experience is at root of much of the disaffection of the increasing number of children who have become disenchanted with school and for whom school has become an irritating, and worse, irrelevant experience.

Then there were the many examples of reward systems, often complex in their hierarchy, which governors described – with pride – as presently existing in their schools so as to help 'to keep children 'on side'. Like 'Golden Time' – half an hour of free choice time on a Friday afternoon for those children whose behaviour during the week has merited it. And those whose behaviour has been unacceptable? They have to 'get on with their work'. Work as a punishment! Has any thought been given to the implications and the consequences of this?

As long ago as 1978, Margaret Donaldson in her book, *Children's Minds*, was reporting that:

*There is now a substantial amount of evidence pointing to the conclusion that if an activity is rewarded by some extrinsic prize or token – something quite external to the activity itself – then that activity is less likely to be engaged in later in a free and voluntary manner when the rewards are absent, and it is less likely to be enjoyed.*

And certainly 'acceptable behaviour' is not normally rewarded in adulthood. So do we do our children and our society any favours by implementing reward systems in schools in preparation for young people becoming the responsible and self-disciplined adults that we profess to want?

Significantly, reward systems as used in schools rarely play any part in those pre-school years when children's learning and development are progressing apace. Reference which, I am

delighted to confirm from the grandfather front that James William Porter, aged three and a half, and Gemma Megan Grace Porter, aged nearly two, continue to flourish in a loving environment in which a smile and a hug from someone who cares about them are rewards enough. They have no need of stars, or points, or 'Golden Time', or badges, or stickers, or prizes, or any of the elaborate procedures which many of my fellow governors reported from their schools.

For James and Gemma, their pre-school world remains a wonderland which, most recently, has included the excitement of the opening of a new public library in their town. The challenges and opportunities which this affords them, and which they embrace with gusto, provide rewards enough. The rewards are intrinsic to the activity.

So it is that, as regards external rewards, the pre-school years mirror adulthood – with schools, for whatever reasons, choosing to offer something different in between time.

With this in mind, I am reminded that recent official figures indicate that nearly 49,000 children a day truant an all-time high.

Thus it is that since our recent governors' training session, I have found myself confirmed in my belief that any reconsideration of the nature of our schools within our society should lead to far more radical changes than most people will presently admit to or allow.

And I acknowledge that my present thoughts on these matters will be coloured by my experience as a governor of a high school which is euphemistically described as 'facing challenging circumstances'. But it is an experience which has enabled me to get to know something of the appalling reality of too many children's lives at the beginning of a new millennium. And it is a reality which should properly shame our supposedly civilised society.

It is a reality which, in this instance, is not centred on a grossly deprived part of a big city. It is a reality which exists in a modestly sized historic market town which is typical of so many such towns across the land. It is a reality which includes most recently a ten-year old girl who, when asked why she had stolen £5, replied that she had done so in order to feed her mother's drug habit.

So yes, my views are coloured.

But I reckon that the awful realities with which my experience has brought me into contact are sufficiently representative of the wider picture so that my present concerns and present anger and my conviction of the need for a fundamental reappraisal of the nature of our schools are entirely valid

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

**'It is better to light a candle than to curse the darkness.'**

*Chinese proverb*

## Book Review

- Alan Wilkins

*Compring Learning Systems: the good, the bad, the ugly and the counter-productive*, by Roland Meighan. Educational Heretics Press, Nottingham. ISBN 1-900219-28-X

'Schools are part of the problem, not the solution'. Roland Meighan chose to conclude his recent publication 'Comparing learning systems: the good, the bad, the ugly and the counter-productive' with the comment above.

Both the title and this comment seem very relevant when juxtaposed with recent headlines on truancy crackdowns, city academies and discipline in schools. Unauthorised absences now account for one in five missed days from school. This is an increase equivalent to 4,500 more pupils being out of school every day in 2004-05 than twelve months earlier - despite special government and school measures to reduce them.

Helping you and I make sense of this complex educational ferment is what this slim volume seeks to do. We cannot comment on, or challenge, entrenched monolithic educational structures, unless we understand how this state learning system compares with others and what are the alternatives.

This 'pocket' book provides the means to achieve this and much more. Roland Meighan's timely revision presents his classification by which different learning systems can be evaluated. He briefly introduces the four categories, *authoritarian, autonomous, democratic and interactive*. An initial reaction by the reader at this stage may be that this is elementary, even axiomatic. But this is a book that seeks to promote understanding, not obscure through elitist vocabulary. What evolves is a straightforward, not simplistic, analysis of very complex ideas.

It is the application of this classification that aids analysis of the profusion of learning systems that exist, if only we reprogrammed our eyes to see them. As the author asserts at the outset 'you probably know more about learning systems than you think' and we do - public libraries, informal and formal youth groups and associations, sports clubs, flexi colleges, home based education - the list is almost endless - where ever learning takes place it is, by definition, a learning system.

The reader, whether teacher, parent, home educator or interested observer, will internalise this classification and be able to critically review any learning system. Each category is explored using the same reference elements - for example, learning, teaching, parents, resources, location, organisation, assessment, aims and power.

Case examples of interesting practice i.e. different learning systems, have been selected to illustrate each category. This brings the classification to life.

My advice, to the reader, is to suspend judgement temporally to really understand what is being described and illustrated; this is source of personal insight.

This new edition is an update on theory and practice. It relates back to the profound perspectives of the educational and social world according to John Holt, Bertram Russell and others; yet also looks to the recent past and present for national and international

exemplars of practice of those seeking to influence and change totalitarian-style education systems.

The book concludes with consideration of the principles to guide the next learning system that needs to offer 'alternatives for everybody, all of the time'. How personalised learning fits into this future is also elaborated with a illuminative comparison of the current educational career of a today's 18 year old to that which is learner managed where learning experiences are combined into learning 'episodes'.

Ultimately the core question remains 'is this future or present learning system fit for what purpose? For Roland Meighan the response is clearly stated, 'if we want a learning system fit for humans in a democracy, we have to face up to the stark proposition that ... school is not the solution, it is part of the problem'.

So it is not an easy read; it challenges the reader to add to their educational vocabulary, to see the obvious in a different way, to apply insights to each new interpretation or case example.

When you emerge from this book you will see a different educational world. The pay off will be the informed discussions you have with others. This is what will bring this book alive, and by doing so give credence to the author's interpretation of 'what is and what might be'.

Alan Wilkins is an experienced educationalist and a consultant on co-operative learning.

## 'Jigsaw Puzzle' Theory of Education

- Mike Eddies

**Mike illustrates that schooling is not the only option and has much to learn from home-based educators in the realisation of a Personalised Education Landscape**

### Wot, No School?

As a home-educating parent I'm sometimes asked about home based education (HBE) from people curious to know why we do it and what it's about. I find it difficult to answer. There are so many reasons why we have, as a family, chosen to HBE that it's not easy to express it in simple terms.

One favourite answer is that 12 (or even 14) years is much too long a period in the same classroom environment, and that it's better for children to have a variety of experience (of different environments and of different ways of learning). What adult would consider 14 years of the same job as good for their personal development?

Another answer is that it will bring the children into contact with more of the world. And through this they are more likely to have a sound idea of what they want to do in life.

And so on, and so forth.

Whichever answer I give, I feel that I'm rambling; that I'm talking around the subject and not getting to the point; or that I'm talking about abstract ideas and not the education of my children; or I'm struggling to tell people everything I think they need to know. Whichever answer (or combination of answers) I give, I feel that I'm not doing HBE justice.



## Jigsaw Puzzle Theory

Recently, I've come up with something I've called the jigsaw puzzle theory, and it's this....  
Imagine a child has a jigsaw puzzle to solve.

For a child in school it's as if someone else has decided which puzzle the child is going to do; they keep the box to themselves; and hand the child a piece at a time expecting them, under supervision, to put each piece quickly into the right place. All of the pieces have been sorted into sequence beforehand, and because of this there is little room for error. Any disruption of this well-ordered process causes chaos. The child has no view of the overall picture and the work is routine and provides limited satisfaction.

For a child at home it's as if the parents and the child decide together which puzzle to do; the child has sight of the picture on the box; and the puzzle is completed with help from others every now and then. It's completed in the way jigsaw puzzles are normally done; by finding the edge pieces; sorting pieces by colour, pattern and shape; recognisable features are put together and then fitted a piece here and a piece there, sometimes as a result of some reasoning process and sometimes as a result of guesswork. Pieces come out of the box in any order; are laid on the floor and turned face upwards so many can be seen at once. The puzzle is a challenge; progress is not necessarily steady; sometimes the puzzle has to be left alone and come back to later; but when there is progress it is satisfying.

There is, of course a key difference in that the second option requires more of the child. In its accomplishment the second option will demand a higher order of thinking than the first. The child will develop skills and characteristics whose emergence would otherwise be left to chance (and the child is likely to turn out differently).

The jigsaw puzzle represents the child's understanding of the world, and the process of putting it together is one of the child making sense of everything in his / her life. It's the same process pre-school children are engaged in before they go off to school at the age 4 or 5.

## Application

I believe the analogy is valid and that this is how reality and identity are constructed for / by the individual. The second option being a far more natural form of learning, development and growth.

In future when I'm asked about HBE I will tell people about the 'jigsaw puzzle' theory. I'll have something clear and concise to put across and with which people can identify. After all, everyone knows how a jigsaw puzzle is done!

That's not to say I think HBE is for everyone, I don't think so at all. But I am convinced by what I've learned that HBE is not an inferior option to school.

Mike Eddies is the father of two home-based educated boys aged 14 and 12 (both have been home-educated through choice since finishing year 6 at Primary School). Mike has no involvement in teaching or lecturing, but does have a personal life-long interest in how children and adults learn.

## DVD Review:

- Philip and Annabel Toogood

*Early Learners Know Best*, Christopher Gilmore.

ATMA-Dovetales Educational.

T: 1270 652393 A: 34 Clifton Ave, Crewe, CW2 7PZ

The sentiment that children, when they first come to any kind of institution like a school, bring with them in some way or another a whole lot of knowledge, a thirst for more, and a sort of wisdom which can best continue and flourish in circumstances and relationships which are encouraging, supportive and filled with love, cannot be restated often enough. Happiness is a good basis for learning.

Chris Gilmore has produced a twelve-part video film on CD in which he talks us through his philosophy of education based on this principle. As he talks we see his Saturday morning class of early learners at the Shining Eyes and Busy Minds Saturday School enjoying the complete contrast with what they meet in their every day experience of conventional schooling during the week.

To the viewer who is used to a more utilitarian and reductionist notion of what should be learnt and of the right pathways to pursue to learn it, Chris's style of speaking in oracles may seem absurd and anarchic. If, however, you continue to the end of the video and think carefully about what he has been saying you realise that there are many statements about life and learning which ring true and challenge the half-baked notions which underpin the idea of a national curriculum and of the top-down and stultifying procedures for enforcement and inspection which go with it.

Above all, Chris's oracles are imbued with a warmth of concern for the happiness and freedom of young people today which deserves to be listened to as a welcome antidote to the stale and simplistic utterances about education often directed, in particular at young parents, by politicians today.

Philip and Annabel Toogood are trustees of *Personalised Education Now*. Philip has spent a lifetime as one of our leading whistleblowers (featured Ed Now News and Review 44). Philip was a headteacher within the secondary phase. In Telford, he developed the theory and practice of Mini-schooling to break up large schools into small human-scale learning communities. At Hartland, he was invited by the Schumacher Society to co-ordinate a movement to become known as the *Human Scale Education* organisation in 1985. Philip and Annabel spent two years working at the Small School at Hartland, before they were invited to re-open the Dame Catherine's School at Ticknall, Derbyshire. It was re-opened as an independent, all ages school, and the base for the development of flexi-schooling.

## PEN Learning Exchange: The ideas of John Adcock

- Christopher Shute

Chris reflects on the John Adcock's contribution to envisioning a new learning system.

Rarely do people such as us have the opportunity to take part in the creation of a brand new profession. Whoever said that 'All professions are a conspiracy against Laity' was obviously thinking of a tradition in which the essence of professionalism is knowing something that the majority don't and making sure that one's opinion about it always prevails. This was the centre of our interest at a recent Learning Exchange in Loughborough.

Those involved with home-based education have long realised that whatever else educators might know or think, they must always be

able to support and inspire ordinary parents, giving real value to their choices, and to those of their children. Our 'profession' has little or nothing to do with technical mysteries, but everything to do with meeting and respecting the humanity of children and young people. This was the burden of the discussion at the Learning Exchange.

At the moment we have, in effect, only one model on which to base our picture of what an educator is. We assume that a person who aspires to educate children, or for that matter anyone else, must have a deep knowledge of some specific field of learning. It doesn't matter too much if he or she knows about botany, maps or the dates of kings: the first qualification of an educator is having successfully negotiated the ordeal of schooling for themselves and built at least some of their lessons into a coherent piece of learning, which they can then try to pass on to a new generation of learners. This framework depends on everyone involved accepting implicitly that only adults can have 'valid' knowledge, and that children must accept always that they have no part to play in their study beyond listening to their teachers, memorising what they prescribe to be learned, and producing, at intervals, answers to questions which have already been answered with authority by the very teachers who set them.

We reject that model, naturally. It lacks even the virtue of modest success, if the number of disaffected and mutinous young people who find themselves excluded from our schools has any indicative value. We need not a better school system – we've been trying for that for more than a hundred years – but a radically different approach to the whole business of starting our children off on the road to mature adulthood.

One system adumbrated by John Adcock in his books, would entrust education to a variety of adults. Some would be 'professional' in the sense of having devoted time and thought to the meeting of intellectual and emotional needs of children. They might be allocated a number of children whose learning they would have some responsibility for organising. Others might be parents. They could have a most important role to play in their children's lives, facilitating their discoveries and defending their right to learn what interests them, rather than what someone distant and uninvolved might have decided they 'need' to learn.

The important question which we began to ask and answer was simply 'How should people who intend to help others learn set about preparing themselves?' Clearly, if they stuck to the old model it would be enough that they knew something conventionally prestigious – a theoretical pedagogy drawn from a recognised source. Since we are dealing with a more learner-centred approach we would clearly have to begin by redefining our basic task. We want an 'invitational' curriculum, one where the learner begins by defining his or her own areas of interest, and only then turns to the curriculum to find out how and in what order it would be best for them to start satisfying those aspirations and to understand. The curriculum would have to become the servant of the learners, rather than the slave-master.

The words by which we define our learners would probably benefit from being rethought. 'Pupil' has come to mean an intellectual dependant. Perhaps 'researchers' would be a more respectful and accurate term to describe young people who are involved in discovering how the world works for them. We would also need to give thought to what we shall call the adults (and possibly even some of the children) who make themselves available to help others learn. They are not going to be 'teachers': teachers hold the

keys to the treasury of knowledge and open it when they choose; our educators will assume that their learners can be trusted to choose their own path to enlightenment. They will answer questions, explain difficulties, suggest lines of approach, help in the appraisal of things their learners do, and above all encourage them, and never cease to remind them that they can always try again – that mistakes are part of the process, not an aberration or – far worse – a moral failing.

Funding such a radical change of priorities will not be easy to arrange. The present system is fairly crude. It attributes a certain amount of money to each pupil, which that pupil brings to his or her school for the adults who run it to spend on whatever they feel they need. A large proportion of that money is actually spent on things which, though essential to a traditional education – buildings, teachers, caretakers, sets of books, standard writing paper, gymnasium equipment – are not necessarily relevant to personalised learning. Indeed, it is often precisely because so much money has been spent on these things that schools feel unable to respond flexibly to the individual interests which are the vital raw material which learners bring to their education. The single greatest imperative which moulds the running of a traditional school is the absolute necessity to see that its teachers are exposed to classes of children for a time which is inversely proportional to the salary grade they receive. Most teachers are striving to qualify for a higher position, which will give them less time in the classroom and more time to be human beings, preferably dealing with the children one or two at a time in the privacy of a personal office. The tyranny of the timetable and the National Curriculum ensures that only very rarely can a school say to an individual child 'We will give you the time, the equipment and the support you need to pursue a line of study which really interests you.' As practitioners of personalised education we are going to need to spend less on keeping a vast estate maintained and staffed, and more on providing what our learners need to explore their own potentialities and to fulfil their personal vision of what their life is to be.

This is going to be a prolonged and almost certainly hard-fought campaign. The present system 'works', and gives adults much of what they want out of education. It affirms the supremacy of authority-figures, minds children while their elders go out to work, and ensure that teachers work office hours. We are going to need to justify being given public funds to do something far less tangible, measurable and certainly less capable of being accounted for. We shall be calling our pupils something new – 'researchers' perhaps – and we shall be using methods which come not from the training college seminars or accepted authorities, but from our negotiation with our young clients. We shall sometimes find them abandoning projects half-completed because they have exhausted interest in them. Unlike schools, we shall be able to say them 'Perhaps the time for this is not now. Maybe you'll come back to it later, when you know more.'

We shall need both boldness and rigour. We have both in abundance, and the measure of courage which will enable us to set off into the peril of the unknown with enough certainty to sustain us when we can no longer rely on checklists, tests, established procedures and a monolithic curriculum to keep us on the well-trodden path.

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 been 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)



## Citizenship and Student Voice at Park Hall School: A case study involving students in Building Schools for the Future - Dr Lesley Browne

Lesley works continuously to create a more democratic environment and give space for student voice.

The voice of students at Park Hall School is extremely valued. When the opportunity to have a new school presented itself everyone felt it was essential to consult the student body. The initial part of this process consisted of a two-month consultation process before preparing outline briefs for designers; our consultation period was in April and May 2005.

Since Easter 2005 the students and School Council have focused on designing the 'New' Park Hall School and have met on numerous occasions.

During the first week of the consultation process the whole School Council attended the staff INSET Day and listened to experts making presentations on the 'Building Schools for the Future' process. Students and staff heard these ideas together for the first time. During the afternoon session the School Council met with their Head teacher Neil Craven, Lesley Browne and Andrew Siddall a consultant architect to look at how we were to move forward.

As Elizabeth Collif Year 11 said at the time, 'We all brainstormed ideas which we felt were important for the new school and then talked about what to do next. It was really great, we could put our ideas forward and everyone was interested in our views.' Jonathan Adams Year 7 wrote that 'We discussed where we wanted to go next and Andrew suggested a study visit to Birmingham Bull Ring to look at different types of buildings, we all thought this was a good idea. We would learn about a lot of new ideas and be able to feed them back to the Year Councils, assemblies and to our tutor groups.'



The next stage in the process involved every student in the school in a direct way. For a period of three weeks students discussed the 'New' Park Hall for one hour per week in Personal Guidance lessons. Students were involved in discussion carousals; brainstorming sessions, which included putting their best, three ideas onto post it notes, which were later collated by the school librarian. Students produced models, diagrams and numerous ideas to be shared with architects, staff and other students. This was a useful process as all students in the school were able to directly influence the process. Students also fed more ideas to their form representatives during the two-month consultation process.

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All of the students' ideas were collated and fed back to the Middle Leaders Conference on 22-23/4/05. Along with some bizarre ideas such as having a 'Nail Bar' on the premises which would be possible if we offered vocational courses in Hair and Beauty, were ideas ranging from wide screens to facilitate better communication, swipe cards to increase security, virtual learning, a wider curriculum, healthier food, modern light and airy classrooms, moveable spaces and a smaller school. Staff found it useful to hear the students' views and as Derry Hannah argues this process ensured that every child in the school contributed and not just the confident stars!

On 3<sup>rd</sup> May the School Council met with Andrew Siddall to plan the study visit to Birmingham which was to be followed up with four workshops focusing on 'indoor spaces, outdoor spaces, working spaces and the whole school.' These workshops would involve another sixty students in more detailed design ideas and planning. Representatives from the School Council acted as 'Design Champions' at each of these workshops, which led to some amazing discussions. 'The best bit was when we talked about the difference between teaching and learning and how our learning is the important thing. We talked about how we learn best and that we learn in different ways. This discussion went on for about an hour; it was really important and made everyone think about what the new school is really about for me.' Catherine Drew Year 7.

Jonathan particularly liked the study visit to the Birmingham Bull Ring, this was a full day study visit and the students looked at the new Bull Ring development, walking up through the city towards the Mailbox and beyond to Brindley Place to look at new urban spaces, living spaces and social spaces in the city. 'We were all given a camera to take twenty four pictures of design ideas we liked, these are now up in the library for everyone to look at. Andrew was really great; he made us look at buildings in a different way to what we would look at them normally. We took pictures of the things we liked around us like the intercom, lots of different seating, water because we think sound will be important in the new school, trees, open spaces for leisure and ideas for classrooms.

'On our return to school we helped facilitate workshops with other students and came up with lots more ideas. Lots of other students were involved in the workshops where we put a lot more thought into the design ideas for our new school. This helped develop our confidence, as we had to make presentations to each other and different teachers. Afterwards we had a final Schools Council meeting to discuss our proposals, which Andrew has put together in a report. This report is actually going to be used by the architects to draw up plans for our school. It's true what Dr Browne said we really can make a difference to our future.'

As part of this process three students were selected to present the student's ideas to a whole school Governor's meeting. The students prepared a PowerPoint slide show and presented their ideas extremely eloquently. We were so proud of them. Their presentation was outstanding, they really worked together as a team and developed the skills required to participate in society such as increased confidence, questioning, presentation and oracy skills. The Governors were extremely impressed by these young people who represented the student body as a whole.

Members of the School Council also fed back to members of the wider community at an open evening on Building Schools for the Future, which included their PowerPoint presentation and additional comments. This included about twenty students who

mingled with visitors explaining their role in the consultation process.



The last School Council meeting of the summer term was filmed by Solihull LEA and their meeting is to be shown at the launch of Solihull's Healthy Schools Programme and will eventually be on the LEA website for members of the public to view.

Being involved in the School Council at Park Hall School has given our students the opportunity to experience the process of democracy first hand. The School Council has enabled a group of students to work co-operatively as a team of equals. They have gained plenty of experience in decision-making and the review of outcomes and have developed a personal confidence and an open mindedness to assess the ideas and contributions of others in a constructive way. Enabling young people to participate democratically through its processes, the experiences it offers and the expectations it makes could bring about a more equal and fulfilling learning environment. As Hannah Jakeways (Year 13 student) said, 'The real success consulting the students lies in how it has instilled key ideas of co-operation and mutual support amongst us. It has helped to make us more confident, articulate and knowledgeable. We have also contributed towards designing a better school for future generations at Park Hall School.'

**Extract by Montana Davis-Hunter Year 10 Park Hall School student.**

'My name is Montana. I have been on the Park Hall School Council since Year 7. The School Council meetings give us a chance to talk about important things that could be changed around school. We have had some really interesting debates about improving things such as the school Behaviour Policy, the importance of rewards and encouragement and most recently about working with Andrew Siddall for BSF (Building Schools for the Future). We looked at how we could incorporate modern, contemporary things into our new school design. This included a visit to Birmingham City Centre to see different types of architecture, making a presentation to the Governors and being fed! We also helped put together ideas to go in a report for the future school. Overall I can say that being a School Council member for Park Hall School is great, we are listened to and can make our school a better place to be. When I leave I will have something really worthwhile to look back on. I'd recommend being a School Councillor to all students.'

Dr Lesley Browne is Head of the Social Science Dept at Park Hall. She was an active member of Education Now since its birth and a regular contributor to Educational Now News and Review and several publications

## 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 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.

## 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)  
[www.ncsl.org.uk](http://www.ncsl.org.uk)



# PERSONALISED EDUCATION NOW

'Personalising the Education Landscape' <http://c.person.ed.gn.apc.org/>

## 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 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: 9 / 10 September 2005 – Sedburgh
- General Meeting: 5<sup>th</sup> June 4<sup>th</sup> December – Walsall

### Newsletters

- Next mailing Autumn 2005

### Journals

- Issue 4 – Spring 2006

### 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*

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£25

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