welcome to TED Talks education I'm John Legend you're about to hear from some of the leading figures in education today

0:07

Bill Gates Geoffrey Canada Sir Ken Robinson and many more get ready for some ideas worth sharing

0:13

TED Talks education ladies and gentlemen John

0:18

Legend

0:34

good evening everyone I'm John Legend and I am thrilled to be hosting Ted's first television show now for those of

0:41

you who don't know Ted this Ted is not a man not a movie it's a nonprofit

0:48

organization dedicated to sharing ideas worth spreading and that's what we want to do tonight

0:53

we're here to address a crucially important issue the high school dropout crisis the facts are alarming one in

1:01

every five kids drops out of school before they graduate and in some parts of the country it's much worse that's

1:08

almost 1 million kids every year tonight we're not going to play the blame game

1:13

Oh point fingers we're going to hear some of the finest minds in education all dedicated to reimagining a better

1:21

future where all kids graduate high school and every kid has a chance to

1:27

live a successful life now my first guest has been a dedicated teacher for over 30 years she's taught every grade

1:33

level and is the author of thinking on your feet 10 lessons on being a master

1:39

teacher joining us from Houston Texas please give a warm Ted welcome to Rita

1:44

Pearson

2:03

I have spent my entire life either at

2:08

the schoolhouse on the way to the schoolhouse or talking about what happens in the schoolhouse

2:15

both my parents were educators my maternal grandparents were educators and

2:21

so needless to say over those years I've had a chance to look at education reform

2:27

from a lot of perspectives some of those reforms have been good some of them have been not so good and we know why kids

2:35

drop out we know why kids don't learn it's either poverty low attendance negative peer influences we know why but

2:44

one of the things that we rarely discuss is the value and importance of human

2:50

connection relationships James comer says that no significant

2:57

learning can occur without a significant relationship everyone in this room has been affected by a teacher or an adult

3:05

for years I have watched people teach I

3:10

have looked at the best and I've looked at some of the worst a colleague said to me one time they don't pay me to like

3:17

the kids they pay me to teach a lesson the kid should learn it case closed

3:22

well I said to her you know kids don't learn from people they don't like

3:33

she said that's just a bunch of hooey and I said to her well your year is

3:39

going to be long and arduous dear some people think that you can either have it

3:45

in you to build a relationship or you don't I think Stephen Covey had the right idea he said you oughta just throw

3:52

in a few simple things simple things like apologizing you ever thought about

3:58

that tell a kid you're sorry they're in shock I taught a lesson once on ratios I'm not

4:05

real good with math but I was working on it and I got back and looked at that

4:10

teacher edition I taught the whole lesson wrong so I came back to class the

4:16

next day and I said look guys I need to apologize I taught the whole lesson wrong I'm so sorry I said that's okay

4:24

miss Pearson you were so excited we just let you go I have had classes that were

4:34

so low so academically deficient that I cried I wondered how am I going to take

4:42

this group in 9 months from where they are to where they need to be how do I

4:48

raise the self-esteem of a child in his academic achievement at the same time one year I came up with a bright idea I

4:55

told all my students you were chosen to be in my class because I am the best

5:02

teacher and you are the best students they put us all together so we could show everybody else how to do it one of

5:09

the students say really and I gave him a saying to say I am

5:15

somebody I was somebody when I came I'll be a better somebody when I leave I am powerful and I am strong I deserve the

5:23

education that I get here I have things to do people to impress and places to go and I said yeah you say

5:32

it long enough it starts to be a part of you would you agree and so I gave a quiz

5:42

20 questions student missed 18 I put a

5:47

plus two on this paper and a big smiley face he said Miss Pearson is this an F I

5:55

said yes he said then what you put a smiley face I said cuz you on the roll

6:03

you got to write you didn't miss them all I said and when we review this won't

6:10

you do better he said yes ma'am I can do better you see minus 18 sucks all the life out of

6:17

you plus two said ain't all bad

6:27

can we stand to have more relationships absolutely will you like all your

6:33

children of course not and you know your toughest kids or never absent

6:42

never and the tough ones show up for a reason it's the connection it's the

6:48

relationships and we come to work when we don't feel like it and we listening to policy that doesn't make sense and we

6:55

teach anyway teaching and learning should bring joy how powerful would our

7:02

world be if we had kids who who were not afraid to take risk who were not afraid

7:08

to think and who had a champion every child deserves the champion an adult who

7:13

will never give up on them who understands the power of connection and in fists that they become the best

7:19

that they can possibly be is this job tough you betcha but it is not

7:25

impossible we can do this we're educators we're born to make a

7:30

difference thank you so much

7:40

and now a teacher who has figured out some very cool ways to keep his students engaged in learning joining us from

7:46

Sacred Heart Cathedral High School in San Francisco let's give it up for dr. Ramsey Musallam

7:58

I teach chemistry so alright so more

8:09

than just explosions chemistry is everywhere recently I showed this to my students

8:14

and I just asked them to try and explain why it happened the questions and

8:20

conversations that followed were fascinating you know check out this video that Maddie from my period three

8:26

class sent me that evening haha

8:34

obviously as Maddie's chemistry teacher I loved that she went home and continued

8:39

to geek out about this kind of ridiculous demonstration that we did in class but what fascinated me more is

8:45

that Maddie's curiosity took her to a new level you know questions and curiosity like Maddie's are magnets that

8:53

draw us towards our teachers and they transcend all technology or buzzwords

8:59

and education but if we place these technologies before student inquiry we

9:05

can be robbing ourselves of our greatest tool as teachers our students questions

9:12

for example flipping a boring lecture from the classroom to the screen of a

9:18

mobile device might save instructional time but if it is the focus of our

9:23

students experience it's the same dehumanizing chatter just wrapped up in

9:28

fancy clothing but if instead we have the guts to confuse our students perplex

9:34

them and evoke real questions through those questions we as teachers have

9:40

information that we can use to tailor robust and informed methods of blended

9:46

instruction so these are my daughters on the right you have little Emmylou and on

9:52

the left Riley now Riley's gonna be a big girl in a couple weeks here she's gonna be four years old and anyone who

10:00

knows a four year old knows that they love to ask why yeah why I could teach

10:06

this kid anything because she is curious about everything we all were at that age but the

10:14

challenge is really for Riley's Future teacher's the ones she has yet to meet

10:19

how will they grow this curiosity you see I would argue that Riley is a

10:25

metaphor for all kids and I think dropping out of school comes in many different forms to the senior who's

10:32

checked out before the years even begun or that empty desk in the back of an urban Middle School's classroom but if

10:40

we as educators leave behind the simple role as disseminators of content and

10:45

embrace a new paradigm as cultivators of curiosity and inquiry we just might

10:51

bring a little bit more meaning to their school day and spark their imagination thank you very much

11:05

I'm 16 years old and my name is Shirou skaia me my father came from Iran and my

11:15

mother came from China I speak some Chinese I understand some Farsi and

11:22

recently I've started to study Spanish I attend one of the most competitive

11:28

schools in the city if not the country the educational system is validly

11:37

criticised as being broken and dysfunctional the primary goal should be

11:42

like the Internet as a great leveler it ought to be able to provide everybody in

11:49

America with opportunity but an administrative culture that focuses on

11:56

standardized testing does us no good at all because there is a difference

12:02

between knowledge and understanding my jazz piano teacher has really shown

12:10

me new ways of thinking about learning jazz really required me to use a

12:16

different set of skills than I'd been using for classical piano because I had to infuse music with my own touches

12:26

it's one thing to regurgitate a fancy maneuver you've learned but it's another

12:33

thing to be able to improvise a harmonically stable piece by yourself

12:41

and if you truly understand something it's far more important to you

12:47

it's more likely to be retained it's far more likely to have some sort of meaning

12:52

to you what does it take to succeed in

13:03

school intelligence social skills good test-taking there may be something else

13:10

we've all been missing from the University of Pennsylvania my alma mater please welcome psychologist dr. Angela

13:18

Lee Duckworth

13:29

when I was 27 years old I left a very demanding job in management consulting

13:34

for a job that was even more demanding teaching I went to teach seventh graders

13:42

math in the New York City Public Schools and like any teacher I made quizzes and

13:47

tests I gave out homework assignments when the work came back I calculated grades what struck me was that IQ was

13:57

not the only difference between my best and my worst students some of my

14:02

strongest performers did not have stratospheric IQ scores some of my

14:08

smartest kids weren't doing so well and that got me thinking kinds of things you

14:14

need to learn in seventh grade math sure they're hard ratios decimals the area of

14:20

a parallelogram but these concepts are not impossible and I was firmly

14:25

convinced that every one of my students could learn the material if they worked

14:32

hard and long enough after several more years of teaching I came to the

14:37

conclusion that what we need in education is a much better understanding of students and learning from a

14:44

motivational perspective from a psychological perspective in education

14:49

the one thing we know how to measure best is IQ but what if doing well in

14:56

school and in life depends on much more than your ability to learn quickly and

15:03

easily so I left the classroom and I went to graduate school to become a

15:09

psychologist I started studying kids and adults in all kinds of super challenging

15:15

settings and in every study my question was who is successful here and why my

15:21

research team and I went to West Point Military Academy we tried to predict which cadets would stay in military

15:28

training and which would drop out we went to the National Spelling Bee and tried to predict which children would

15:36

advance farthest in competition we studied rookie teachers work

15:41

in really tough neighborhoods asking which teachers are still going to be here in teaching by the end of the

15:47

school year and of those who will be the most effective at improving learning

15:52

outcomes for their students in all those very different contexts one characteristic emerged as a

15:59

significant predictor of success and it wasn't social intelligence it wasn't

16:05

good looks physical health and it wasn't IQ it was grit grit is passion and

16:13

perseverance for very long-term goals grit is having stamina Brent is sticking

16:20

with your future day-in day-out not just for the week not just for the month but

16:27

for years grit is living life like it's a marathon not a sprint a few years ago

16:34

I started studying grit in the Chicago Public Schools I asked thousands of high school juniors

16:41

to take grit questionnaires and then weed it around more than a year to see who would graduate turns out that

16:48

grittier kids were significantly more likely to graduate even when I match

16:53

them on every characteristic I could measure things like family income standardized achievement test scores

17:00

even how safe kids felt when they were at school so it's not just at West Point

17:06

or the National Spelling Bee that grip matters it's also in school especially for kids at risk for dropping out to me

17:15

the most shocking thing about grit is how little we know how little science

17:21

knows about building it every day parents and teachers ask me how do I build grit in kids what do I do to teach

17:28

kids a solid work ethic how do I keep them motivated for the long run the

17:33

honest answer is I don't know what I do know is that talent doesn't make you

17:40

pretty our data show very clearly that there are many talented individuals who

17:46

simply do not follow through on their commitments in fact in our data grit is

17:51

usually unrelated or even infor related to measures of talent and that's

17:58

where I'm gonna end my remarks because that's where we are that's the work that stands before us we need to take our

18:04

best ideas are strongest intuitions and we need to test them we need to measure

18:10

whether we've been successful and we have to be willing to fail to be wrong to start over again with lessons learned

18:18

in other words we need to be gritty about getting our kids grittier thank

18:25

you my name is Melissa Perez I was born

18:34

and raised in the Bronx in New York City but my parents are Mexican two years ago

18:42

graduating high school is not even in my plans I was doing horribly in school

18:50

going to a school that has metal detectors is stressful you have to stand

18:58

in line 25 minutes to an hour I would only go in third period and come out

19:05

fourth I went third period because I knew they didn't take attendance first and second so basically if you will go

19:12

into a period they will mark your present for the whole day I just wasn't interested in school then when I was 17

19:20

I gave birth to my daughter Madeleine getting pregnant changed my approach

19:26

tremendously I thought I'm pregnant I don't have a diploma so what am I gonna

19:33

be working the rest of my life 725 an hour no I have to graduate go to college

19:40

being a mom still going to high school in some overwhelming obviously at the

19:47

beginning but I had this math teacher who encouraged me to go on with school

19:54

she always said that she saw something in me she was like I know there's

19:59

something inside you they that wants to fight for it she always pushes me she always gives me the hard

20:06

questions because she knows that my favorite subject is math she's always like Melissa figure this out melissa

20:12

figure that out and I'm like okay okay I like that about her because she always tends to push me donna is the first

20:19

teacher that has treated me you know I got special after I had my baby I got my

20:29

head to the game and I passed my classes being a mom at a young age either makes

20:35

you it breaks you but in my case and made me and maybe have a total different

20:40

visual for my future I am the first

20:47

person in my family to graduate from high school

20:57

the Bill and Melinda Gates Foundation has spent billions of dollars working to

21:03

solve some of the world's biggest problems here at home their chosen focus is education he describes himself as an

21:10

impatient optimist so let's not waste any time please welcome Bill Gates

21:27

everyone needs a coach it doesn't matter whether you're a basketball player or a

21:33

bridge player my bridge coach Sharon

21:39

osburgh says her more pictures of the back of her head than anyone else is in the world sorry Sharon there you go we

21:50

all need people who will give us feedback that's how we improve unfortunately there's one group of

21:57

people who get almost no systemic feedback to help them do their jobs better and these people have one of the

22:05

most important jobs in the world I'm talking about teachers until recently

22:11

over 98% of teachers just got one word of feedback satisfactory today districts

22:20

are revamping the way they evaluate teachers but we still give them almost no feedback that actually helps them

22:28

improve their practice our teachers deserve better the system we have today

22:34

isn't fair to them it's not fair to students and it's putting America's global leadership at risk so today I

22:42

want to talk about how we can help all teachers get the tools for improvement they want and deserve let's start by

22:50

asking who's doing well well unfortunately there's no international

22:55

ranking tables for teacher feedback systems so I looked at the countries

23:00

whose students perform well academically and looked at what they're doing to help

23:06

their teachers improve consider the rankings for reading proficiency we're

23:12

tied for 15th with Iceland and Poland out of all the places that do better

23:18

than the u.s. in reading how many of them have a formal system for helping teachers improve 11 out of 14 the u.s.

23:30

is tied for 15th and reading but we're 23rd in science and 31st and math

23:36

so there's really only one area where we're near the top and that's in failing

23:42

to give our teachers to help they need to develop their skills let's look at

23:47

the best academic performer the province of Shanghai China

23:52

now they ranked number one across the board in reading math and science and

23:59

one of the keys to Shanghai's incredible success is the way they help teachers

24:05

keep improving they have weekly study groups where teachers get together and

24:10

talk about what's working they even require each teacher to observe and give feedback to their

24:16

colleagues you might ask why is the system like this so important it's

24:22

because there's so much variation in the teaching profession some teachers are

24:27

far more effective than others in fact there are teachers throughout the country or helping their students make

24:34

extraordinary gains if today's average teacher could become as good as those

24:40

teachers our students would be blowing away the rest of the world so we need a

24:46

system that helps all our teachers be as good as the best what would that system

24:51

look like well to find out our foundation has been working with 3,000

24:57

teachers in districts across the country on a project called met measures of

25:03

effective teaching we had observers watch videos of teachers in the classroom and rate how

25:09

they did on a range of practices for example did they ask their students challenging questions did they find

25:17

multiple ways to explain an idea we also had students fill out surveys with

25:23

questions like does your teacher know when the class understands a lesson do

25:29

you learn to correct your mistakes and what we found is very exciting first the

25:36

teachers who did well on these observations had far better student outcomes so it tells us we're asking the

25:43

right questions and second teachers in the program told us that these videos

25:48

and these survey is from the students were very helpful diagnostic tools because they pointed to

25:54

specific places where they can improve diagnosing areas where a teacher needs

26:00

to improve is only half the battle we also have to give them the tools they need to act on the diagnosis some

26:09

teachers aren't immediately comfortable with the idea of a camera in the classroom that's understandable but our experience

26:16

have met suggest that if teachers manage the process if they collect video in

26:22

their own classrooms and they pick the lessons they want to submit a lot of them will be eager to participate

26:29

building the system will also require a considerable investment our foundation

26:36

estimates that it could cost up to five billion dollars now that's a big number

26:42

but to put it in perspective it's less than 2 percent of what we spend every

26:48

year on teacher salaries the impact for teachers would be phenomenal but this

26:54

system would have an even more important benefit for our country I would put us

27:00

on a path to making sure all our students get a great education find a

27:06

career that's fulfilling and rewarding and have a chance to live out their dreams this wouldn't just make us a more

27:14

successful country it would also make us a more fair and just one - I'm excited

27:21

about the opportunity to give all our teachers the support they want and deserve I hope you are - thank you

27:37

we've got a Latin flame let them speak that name let them reach up to the

27:45

clouds they can heat if we don't feed them the K read if we don't teach them

27:54

there's no light if we just hide them don't just let him die let him shine let

28:05

him shine on I was inspired to write that song by my next guest

28:17

for the last 30 years my next guest has kept a promise a promise he's made to

28:23

thousands of parents and kids and not only will they graduate high school he will personally stick with them all

28:29

the way through graduating college please welcome the founder of the Harlem Children's Zone my friend dr. Geoffrey

28:37

Canada

28:43

until you information thank you thank you thank you wow wow wow wow who John

28:51

Legend I I've been introduced before but that is sort of the highlight of my life

28:58

right can I tell you that so I'm a little nervous because my wife Yvonne

29:03

said to me she said Jeffrey you watched the TED Talks I said yes honey I love TED talks she say you know they're like

29:09

really smart talented as I know I know she said they don't want like the angry

29:17

black man so I said no one would be good honey I'm gonna be good I am but I am

29:24

angry and the last time I looked

29:34

this is what why I'm excited but I'm angry this year they're going to be

29:40

millions of our children that we're going to needlessly lose the taste that

29:47

we could right now we could save them all you saw the quality of the educators

29:53

who were here do not tell me they could not reach those kids and save them I

29:59

know they could it is absolutely possible those of us in education have held on to

30:06

a business plan that we don't care how many millions of young people fail we're

30:12

gonna continue to do the same thing that didn't work and nobody is getting crazy about it enough to say enough is enough

30:18

so here's a business plan that simply does not make any sense you know I grew

30:25

up in the inner city and there were kids who were failing in schools 56 years ago

30:35

when I first went to school and those schools are still lousy today 56 years

30:43

later and you know something about a lousy school it's not like a bottle of wine right where you say like 87 was

30:53

like a good year right that's not how this thing I mean every single year and so if I walk into those failing schools

31:00

56 years later what's changed nothing it's still the same approach one size

31:07

fits all if you get it behind and if you don't tough luck just tough luck why

31:14

haven't we allow innovation to happen do not tell me we can't do better than this look why is it that when we had rotary

31:23

phones when we were having folks being crippled by polio that we were teaching

31:32

the same way then that we're doing right now and if you come up with a plan to

31:38

change things people consider you radical they will say the worst things

31:43

about you I said one day we'll look if the sign says this is science not me that our

31:50

poorest children lose ground in the summertime right you see where they are

31:55

in June's located here you look at him in September they've going down say whoo

32:00

so I heard about that in 275 when I was at the edge school at Harvard it was as

32:05

always an important study because it suggests we should do something you know

32:16

how long ago 1975 was what have we done we've done nothing the science is clear

32:24

some things we absolutely know works but it makes people uncomfortable and I'm

32:29

gonna people who get upset with me because everywhere I go I offend almost everybody so I'm not done with you all if I'm sure before this is over you're

32:37

gonna be mad too we get we can't stifle innovation in our business we have to

32:43

innovate and here's the rub some of its not gonna work you know people tell me Aerostar to school a lot

32:50

of them don't work a lot of them don't they should be closed I'm having to believe they should be closed but we

32:57

can't confuse figuring out the science and things not working with we shouldn't

33:03

therefore do anything America cannot

33:08

wait another 50 years to get this right we have run out of time I don't know

33:15

about a fiscal cliff but I know there's an educational cliff that we are walking over right this very second and if we

33:21

allow folks to continue this foolishness about saying we can't afford this so

33:28

Bill Gates is gonna cost five billion dollars what is five billion dollars to the United States when the safety of

33:34

America is threatened we will spend any amount of money the real safety of our

33:40

nation is preparing its next generation so that they can take our place and be

33:47

the leaders of the world when it comes to thinking and technology and democracy

33:54

and all that stuff we care about I dare say it's a pittance

33:59

what it would require for us to really begin to solve some of these problems so

34:06

once we do that I'll no longer be angry so you guys right help me get you thank

34:16

you all very much

34:24

so so what is the high school dropout rate

34:31

at Harlem Children's Zone well you know John 100 percent of our kids graduate high school last year in my school 100%

34:38

of them went to college this year seniors will have 100 sent graduating high school last I heard we had 93%

34:44

accepted to college we better get that other 7% oh that's just hot Easter

35:00

at 7:45 a.m. I open the doors to a

35:06

building dedicated to building yet only breaks me down a march down hallways

35:14

cleaned up after me every day by regular janitors but I never had the decency to

35:21

honor their names lockers left open like teenage boys

35:26

mouths when teenage girls wear clothes that covers the insecurities but exposes

35:32

everything else masculinity mimics by men who grew up with no

35:37

fathers camouflage worn by bullies who are dangerously armed but need hugs

35:43

teachers pay less than what it cost them to be here oceans of adolescents come

35:48

here to receive lessons but never learn to swim part like the Red Sea when the

35:54

bell rings this is a training ground my high school is Chicago diverse and

36:01

segregated on purpose social lines are barbed wire labels like

36:07

regulars and honors resonate I am an

36:13

honors but go home with regular students who our soldiers in territory that owns

36:18

them this is a training ground but one group is taught to lead and the other is

36:24

made to follow no wonder so many of my people spit bars because the truth is hard to swallow the need for degrees has

36:33

left so many people frozen I hear education systems are failing but I

36:40

believe they're succeeding at what that built to do to train you to keep you on track to track down an American dream

36:46

that has failed so many of us Oh

36:58

that was the winner of the Louder Than a Bomb poetry festival his name is Malcolm

37:04

London at 19 yes

37:12

at 19 Malcolm not that long out of high school is already teaching young writers

37:17

at a program in Chicago please give it up one more time for nothing now my next

37:27

guest understands the challenges that happen outside of the classroom that make it difficult to concentrate in the

37:33

classroom please welcome an amazing teacher from the Los Angeles Unified School District pearl Arredondo

37:49

so I grew up in East Los Angeles not even realizing I was four my dad was a

37:56

high-ranking gang member who ran the streets I remember one day I found my

38:01

dad convulsing foaming at the mouth Oh ding on the bathroom floor really do you

38:07

think that doing my homework that night was at the top of my priority list not so much but I really needed a support

38:15

network a group of people who were going to help me make sure that I wasn't going to be a victim of my own circumstance I

38:22

needed teachers in the classroom every day who were going to say you can move

38:28

beyond that and unfortunately the local junior high was not going to offer that

38:35

it was gang infested huge teacher turnover rate so my mom said you're

38:41

going on a bus an hour and a half away from where we live some teachers

38:47

completely wrote me off as a lost cause but then they were very surprised when I

38:54

graduated from high school I was accepted to Pepperdine University and I

39:00

came back to the same school that I attended to be a special ed assistant and then I told them I want to be a

39:07

teacher so I began my teaching career at the exact same middle school that I

39:13

attended and I really wanted to try to save more kids who were just like me and

39:20

so every year I share my background with my kids because they need to know that everyone has a story everyone has a

39:28

struggle and everyone needs help along the way I had a kid one day come into my

39:34

class having been stabbed the night before I was like you need to go to a

39:40

hospital the school nurse something he's like no miss I'm not going I need to be

39:46

in class because I need to graduate so he knew that I was not going to let him be a victim of his circumstance and this

39:55

idea of creating a safe haven for our kids I wanted that so we created a new

40:02

of school we created the San Fernando Institute for applied media ssim and we

40:09

made sure that we were still attached to our school district for funding for

40:14

support but with that we were going to gain freedom freedom to hire the

40:20

teachers that we knew we're going to be effective freedom to control the

40:26

curriculum so that we're not doing lesson 1.2 on page fat no we wanted

40:34

those freedoms and as the very first pilot Middle School in all of Los

40:40

Angeles Unified School District you better believe there was some opposition and it was out of fear fear

40:47

of well what if they get it wrong yeah what if we get it wrong but what if we

40:53

get it right and we did our state test scores have gone up more than 80 points

41:00

since we've become our own school but it's taken all stakeholders working together teachers and principals on one-year

41:07

contracts working over and above beyond their contract hours without

41:13

compensation why should our students have to go so far away from where they

41:19

live they deserve a quality school in their neighborhood a school that they

41:25

can be proud to say they attend and a school that the community can be proud of as well and they need teachers to

41:33

fight for them every day and empower them to move beyond their circumstances

41:40

because it's time that kids like me stop being the exception and we become the

41:46

norm thank you

41:58

the

42:07

you at the side eyes don't be

42:13

discouraged oh I realize it's hard to

42:18

take courage in a world full of people you can lose sight of it all and the

42:26

darkness inside you can make you feel so small but I see your true colors shining through I see

42:36

your true colors and that's why I love you so don't be afraid to let them show

42:47

true colors true colors

42:55

bootiful like rainbow

43:07

show me smile then don't be unhappy

43:13

can't remember where I last saw you laughing if this world makes you crazy

43:20

and you've taken all you can bear you can call me up cuz you know I'll be

43:28

there and I'll see your true colors shine and to see your true colors and

43:36

that's why I love you so don't be afraid to let them show

43:44

- comes true colors a beautiful

44:02

so don't be afraid let them show true

44:08

colors true colors true colors a

44:17

beautiful like a rainbow

44:40

now note ed gathering on education could end without the wisdom of one man he is

44:47

the most viewed speaker on ted.com and he was named one of the world's elite thinkers on creativity and innovation by

44:54

Fast Company magazine and in England he's been knighted by the Queen so it is

45:00

an honor to introduce educator and author Sir Ken Robinson

45:23

thank you very much it's been a fantastic program hasn't it

45:36

I think what that this evening has been about is a different paradigm you see

45:43

most of our current measures here in the States by the way when I say we I live

45:50

here I haven't just popped over here you ever have a shot at you I moved to

45:56

America twelve years ago with my wife Teri and our two kids actually truthfully we moved to Los Angeles

46:06

thinking we're moving to America but then it's a it's it's a short plane ride

46:12

from Los Angeles to America and I've

46:18

come across fantastic schools great teachers great supervisors and we've

46:24

seen some examples here there is wonderful work happening in this country but I have to say it's happening in spite of the dominant culture of

46:30

education not because of it I was at a meeting recently in Los Angeles of there

46:36

called alternative education programs these are programs is an to get kids back into education they have certain

46:42

common features they're very personalized they have strong support for the

46:47

teachers close links with the community and a broad and diverse curriculum and often programs which involve students

46:55

outside school as well as inside school and they work what's interesting to me

47:00

is these are called alternative education you know and all the evidence from

47:07

around the world is if we all did that there'd be no need for the alternative

47:18

there are three principles on which human life flourishes and they are

47:24

contradicted by the culture of Education under which most teachers have to labor

47:30

and most students have to endure the first is this that human beings are

47:36

naturally different and diverse education under No Child Left Behind is

47:43

based on not diversity but conformity what schools are encouraged to do is to

47:51

find out what kids can do across a very narrow spectrum of achievement one of

47:56

the effects of No Child Left Behind has been to narrow the curriculum to those

48:01

areas that are tested what we've heard here through a whole series of presentations is that kids prosper best

48:08

with a broad and diverse curriculum the second principle that drives human life

48:15

and flourishing is curiosity and we've heard it repeatedly through this program

48:20

if you can light the spark of curiosity in a child they will learn without any

48:26

further assistance very often children are natural learners teaching properly conceived is not a delivery system you

48:34

know you're not there just to pass on received information great teachers do that but what great teachers also do is

48:40

mentor stimulate provoke engage you see

48:45

in the end education is about learning if there's no learning going on there's no education going on and people can

48:52

spend an awful lot of time discussing education without ever discussing learning the whole point of Education is

48:57

to get people to learn um a friend of mine old friend actually very old he's dead

49:04

that's a that as old as it gets I'm afraid so

49:10

but a wonderful guy he was wonderful philosopher he used to

49:17

talk about the difference between the task and achievement census of verbs you

49:23

know you can be engaged in the activity of something but not really be achieving it it's like dieting it's a very good

49:30

example you know there he is he's dieting is he losing any weight not ready teaching is a word like that you

49:37

can say there's Deborah she's she's in room 34 she's teaching but if nobody's learning anything she may be engaged in

49:44

the task of teaching but not actually fulfilling it the role of a teacher is to facilitate learning that's it and

49:52

part of the problem is I think that the culture of the dominant culture of Education has come to focus on not

49:58

teaching and learning but testing now testing is important standardized tests

50:04

have a place but they should not be the dominant culture of Education they should be diagnostic they should help

50:17

if I go for a medical examination I want some standardized tests I do you know I

50:24

want to know what my cholesterol level is compared to everybody else's on a standard scale I don't to be told on some scale my doctor invented in the car

50:31

it huh your caleche what I call level Orange

50:37

really is that good we don't know

50:43

but all that should support learning it shouldn't obstruct it and the third

50:50

principle is that human life is inherently creative it's the common currency of being a human being it's why

50:56

human culture is so interesting and diverse and dynamic and you may have a dog and your dog may get depressed you

51:05

know but it doesn't listen to Radiohead is it then salmon sit staring out the

51:13

window with a bottle of Jack Daniels we

51:20

all create our own lives through this Restless process of imagining alternatives and possibilities and what one of the roles of Education is to

51:28

awaken and develop these powers of creativity instead what we have is a culture of standardization now it

51:35

doesn't have to be that way it really doesn't not far from where I live is a

51:41

place called Death Valley in the winter of 2004 it rained in Death Valley seven

51:51

inches of rain fell over a very short period and in the spring of 2005 there

51:58

was a phenomenon the whole floor of Death Valley was carpeted in flowers the

52:05

whole place had turned into a meadow a pasture for a while what it proved is is that Death Valley

52:11

isn't dead it's dormant right beneath

52:17

the surface are these seeds of possibility waiting for the right conditions to come about and you've seen

52:24

it in all the examples we've heard from this evening you take an area a school a

52:29

district you change the conditions give people a different sense of possibility a different set of expectations a

52:35

broader range of opportunities you cherish and value the relationships between teachers and learners you offer

52:40

people the discretion to be creative and to innovate in what they do and schools that were wanted bereft spring to life

52:47

the real role of leadership in education and I think it's true at the national level the state level at the school

52:53

level is not and should not be come and control the real role of leadership

53:00

is climate control creating a climate of possibility and if you do that people

53:06

will rise to it and achieve things that you completely did not anticipate and couldn't have expected there's a

53:13

wonderful quote from Benjamin Franklin who said there are three sorts of people in the world those who are movable we

53:21

meet them all day people who don't get it they don't want to get it they're not no telling about it there are people who are movable people who see the need for

53:27

change and a prepared to listen to it and there are people who move people who

53:33

make things happen and what we've seen here this evening I think are wonderful examples of people who are moving and

53:39

there are many people throughout the country also moving and if we can encourage more people that will be a

53:45

movement and if the movement is strong enough that's in the best sense of the

53:50

word a revolution and that's what we need thank you very much

54:11

I want to thank all of you for being here and starting this conversation with us let's make it a beginning not an end

54:18

thank you very much and have a great night

54:28

you

54:44

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54:56

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you

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