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fundamentally alters. While a fully operational 21st century education system does not yet exist, GELP teams are identifying a clear set of models and practices that together form a "roadmap" to the future, backed up by the practical lessons drawn from their experiences.

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The book discusses the tools and processes that are being employed along the way and the challenges and successes of whole-system transformation. Redesigning Education has been written by a team from Innovation Unit on behalf of the Global

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A distinguished panel share key insights
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'Redesigning Education' captures the
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the tools and processes they are using
along the way.

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Redesigning Education (GELP, 2013)
moves forward by presenting the concept
of the 'learning ecosystems' which are

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‘diverse, interdependent, fluid [but] which also require ‘a fostering platform on which to evolve and grow’ (GELP, 2013, Chapter 2). So too, equity and access to education systems ‘depends on a complex system of people, infrastructure, finance, technologies and regulatory frameworks’ (GELP, 2013, Chapter 2).

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Michael Stevenson is the co founder of GELP for Cisco Systems Inc. He was responsible for developing Cisco's education strategy and leading implementation in countries around the world. Michael has built his expertise in

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As we hurtle through the second decade of the 21st century, the pressure for radical change to mainstream education is

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becoming ever more urgent, and images
for what that future might look like are
emerging and coalescing. But there is a
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complex, exciting new world of learning
that can arrive fully operational and ready
to open for business on Monday morning.
Redesigning Education captures the

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journeys of cities and countries around the world as they travel from the education systems they have to the education systems they want and need-and highlights the tools and processes they are using along the way. The Global Education Leaders' Program, or GELP, is a partnership of teams of education system

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critically-actionable vision for the future of education: Education 3.0. Redesigning Education is about what it takes to transform education systems when the context in which they've flourished fundamentally alters. While a fully operational 21st century education system does not yet exist, GELP teams are

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identifying a clear set of models and practices that together form a "roadmap" to the future, backed up by the practical lessons drawn from their experiences.

More than simply a compelling case for change, Redesigning Education offers real insights grown from stories of system transformation around the globe.

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Every generation faces challenges, but never before have young people been so aware of theirs. Whether due to school

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strikes for climate change, civil war, or pandemic lockdowns, almost every child in the world has experienced the interruption of their schooling by outside forces. When the world we have taken for granted proves so unstable, it gives rise to the question: what is schooling for? Thrive advocates a new purpose for education, in

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a rapidly changing world, and analyses the reasons why change is urgently needed in our education systems. The book identifies four levels of thriving: global – our place in the planet; societal – localities, communities, economies; interpersonal – our relationships; intrapersonal – the self. Chapters provide research-based

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mindsets, mindfulness, and positive habits, grounded in the science of wellbeing, to promote character development, optimal functioning, engagement in learning, and resilience. The handbook offers an in-depth understanding and critical consideration of the relevance of positive psychology to education, which

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encompasses its theoretical foundations, the empirical findings, and the existing educational applications and interventions. The contributors situate wellbeing science within the broader framework of education, considering its implications for teacher training, education and developmental psychology, school

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administration, policy making, pedagogy, and curriculum studies. This landmark collection will appeal to researchers and practitioners working in positive psychology, educational and school psychology, developmental psychology, education, counselling, social work, and public policy. Margaret (Peggy) L. Kern is

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Associate Professor at the Centre for
Positive Psychology at the University of
Melbourne's Graduate School of
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Chair of the Education Division of the
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www.peggykern.org. Michael L.

Wehmeyer is Ross and Mariana Beach Distinguished Professor of Special Education; Chair of the Department of Special Education; and Director and Senior Scientist, Beach Center on Disability, at the University of Kansas, United States. Dr Wehmeyer is

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Publications Lead for the Education
Division of the International Positive
Psychology Association (IPPA). He has
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Find resources for redesigning spaces on a sustainable budget Support technology integration through blended and virtual learning Hear from teachers and schools whose successfully transformed spaces have increased student achievement

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This book clarifies the concepts and the dimensions of "learning leadership", relating it to extensive international

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teachers and ‘disengaged’ students; this
book asks ‘What matters?’ or ‘What
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research and practice within the international education narrative. It argues that professionals within schools should be supported, empowered and welcomed into policy discourse, not dictated to by top-down bureaucracy. It advocates for a flipping, flattening and democratising of the education system, in Australia and

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school leaders and scholars in order to
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