

Project
SPRINGBOARD
Reimagining School Post COVID



PROJECT SUMMARY AND OUTCOMES
September 2021

ASU Mary Lou Fulton
Teachers College
Arizona State University



**What School
Could Be**

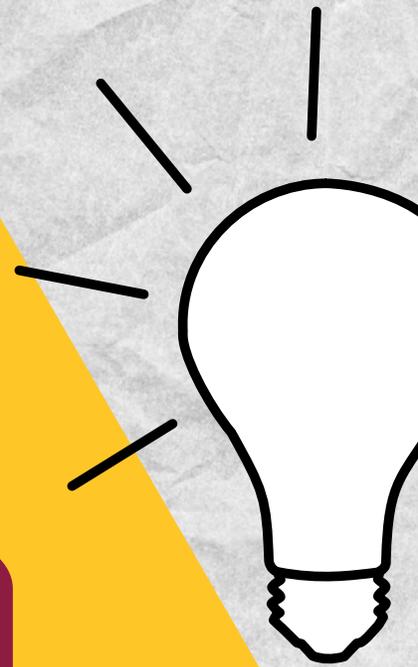
PROJECT OVERVIEW

In the Spring of 2021, Arizona State University's Mary Lou Fulton Teachers College and Ted Dintersmith's *What School Could Be* team came together to launch **Project Springboard**, a series of online studio sessions for vertical teams of PK-12 educators to seize the post-pandemic moment to reimagine school. At the time, we did not know just how essential and uplifting these conversations might become, given the on-going challenges that the year brought.

This studio series was not a set of lectures or webinars but, rather, working sessions guided by provocative thought leaders and supported by experts and facilitators from *Mary Lou Fulton Teachers College* and *What School Could Be*.

We convened an inspiring group of leaders and experts—including Dintersmith, Valerie Greenhill, Tony Wagner, Christina Kishimoto, Pasi Sahlberg, and Michelle Reid—to co-lead the sessions, which combined short presentations, open discussion and Q&A, and working time in breakout rooms. Teams continued their work in the weeks between the live sessions.

Throughout the experience, we supported the vertical teams of educators (and some students) to develop immediate actions they can take to reimagine the experience of school for their students.



SUPPORT & LEADERSHIP

What School Could Be Team:

J.T. Arbogast, Ted Dintersmith, Becky Ellis, Susannah Johnson, Tony Wagner

Guest Experts:

Valerie Greenhill, Christina Kishimoto, Michelle Reid, Pasi Sahlberg

MLFTC Staff Team:

Enrique Borges, Daniel Brasic, Jodie Donner, Caitlin Jorgensen, Cassandra Kellaris, Sean Leahy, Elizabeth Mirabal, Punya Mishra, Jennifer Stein, Kyle Wagner

MLFTC Student Team:

Ash Bishop, Josie Bucker, Sabrina Cervantes, Sarah Fitzpatrick, Jared Holmen, Miguel Melo, Abigail Owen, Alicia Werner, Brandon Yuhas

This project was made possible with funding from Ted Dintersmith

PARTICIPANTS

22 teams (with a total of 169 participants), out of 54 that applied, were selected to participate in Project Springboard. These teams came from **3 countries** (Australia, Canada and the USA). The US teams represented **15 different states**.

10 DISTRICT TEAMS
6 HIGH SCHOOLS
1 MIDDLE SCHOOL
2 ELEM. SCHOOLS
2 K-12 SCHOOLS
1 PK-8 SCHOOL



Locations of Project Springboard teams

Participating teams represent a range of locations and educational contexts, including 1 charter, 18 public, and 3 private schools and districts. A variety of roles were included in each vertical team of 6-8 members:

- Superintendents and Asst. Superintendents
- School Board President
- Directors of Curriculum/ Technology/ Communication/ Special Education
- Principals and Asst. Principals
- Instructional Designers and Coaches
- Industry expert
- Teachers
- Students
- Parents

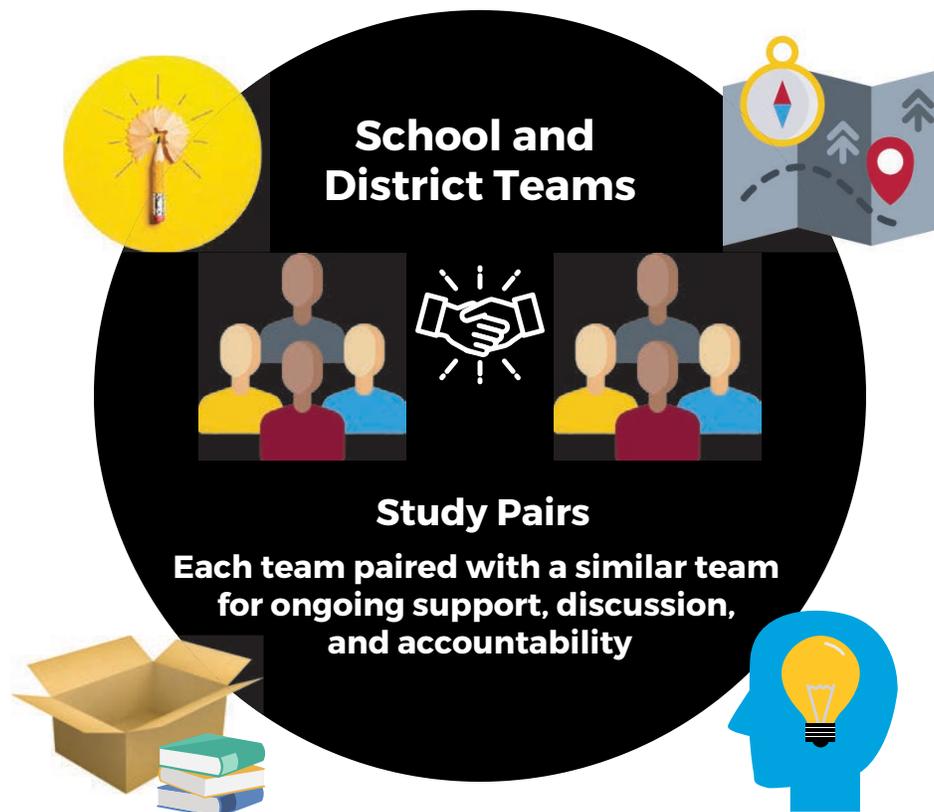
PROJECT INFRASTRUCTURE

What School Could Be

Online community for project-related discussion, questions, resources, and sharing

Team Guides

One guide per team to support live session discussions and interim work time



Project Package

Items sent to all participants to enrich their experience and deepen their sense of connection to each other and the work

- *What School Could Be*, Ted Dintersmith
- *The Global Education Gap*, Tony Wagner
- *Finnish Lessons 3.0*, Pasi Sahlberg
- *Steal Like an Artist*, Austin Kleon
- *The School Design Game* card deck created by MLFTC's Office of Scholarship and Innovation
- Custom project notebook with blank sketch pages and inspirational quotes
- Project stickers
- Colorful markers and pens

Guest Experts

Leaders in their field chosen to support specific session content through provocations and discussion with participants

- Valerie Greenhill, Vice President of Battelle for Kids
- Tony Wagner, Author and Learning Policy Institute Research Fellow
- Christina Kishimoto, Superintendent of Hawaii Department of Education
- Pasi Sahlberg, Author and Professor of Education Policy, University of New South Wales, Australia
- Michelle Reid, Superintendent of Northshore School District, WA

SESSION 1

Hello to possible: Exploring what your school could be

Guest Expert: Valerie Greenhill

This first session gave teams the opportunity to set their "North star" through the concept of a *Portrait of a Graduate (PoG)*. They met their study partner team and shared a bit about their respective students and communities. Teams began by brainstorming individuals and groups whose input would be essential to include in the PoG process. In the two weeks following the session, teams began drafting the first iteration of their PoG based on the initial input from community members (or continued to work on their existing PoG). They also identified a top challenge they anticipated as they moved forward with the work.

GUIDING QUESTIONS

- **To what extent are your 2021 graduates prepared for their futures?**
- **What changes in society are most pressing in your community that you personally think matter most for the students you serve? Why?**
- **List the stakeholders/ community representatives (by name or org) you think should be invited into the process. Think about people beyond the adults in the district/school.**
- **Develop a plan for engaging your stakeholders in the next two weeks, making a priority to talk to students.**

SUMMARY OF CHALLENGES IDENTIFIED BY EACH TEAM:

- **Engaging with stakeholders**
- **Engaging with teachers/students**
- **Implementing change at a systems-level**
- **Assessing progress and measuring success**

SESSION 2

Learning from our experiences

Guest Expert: Tony Wagner

The second session focused on moving from vision to action. Participants had some of their identified challenges addressed by Tony, including: how to engage stakeholders, implementing change at a systems-level, and assessing progress and success. Teams identified the top 2-3 competencies that their students need to thrive for their futures, and started discussing ways they could gather evidence of these competencies.

"My biggest insight is how the students view their future compared to their teachers and administrators."

"Our stakeholders talked about resilience, confidence, creativity and curiosity."

"I heard a lot more about empathy, social emotional wellness and emotional intelligence than I expected."

"I was excited to see that a lot of community members/parents feel that change needs to happen in education and to focus on more than just academics and really look at more skills needed for life."

GUIDING QUESTIONS

- **Based on your community conversations so far, what do you see as the top 2-3 skills/competencies that your graduates need for their futures?**
- **How will you assess these critical skills/competencies? What kinds of experiences will enable students to develop them?**

What's the biggest insight you've gained from your community conversations?

SESSION 3

Building momentum for change

Guest Experts: Pasi Sahlberg and Christina Kishimoto

This session drew on the expertise of Pasi and Christina through a moderated discussion focused on creating the conditions necessary for teacher-led innovation. Teams considered what they might do to create a culture of innovation and change in their schools and districts.

What are ways your current school/district culture encourages innovation? What conditions would need to change to encourage greater teacher-led innovation?

GUIDING QUESTIONS

- **Consider your school/district's current culture (values, beliefs, behaviors): Does it encourage innovation? What are examples of ways it does and ways it doesn't?**
- **Brainstorm aspects of your culture that would need to change or shift to create an environment that encourages greater teacher-led innovation. What conditions would need to change?**
- **Select one or two items that you could begin to address in the next two weeks. What specific actions or steps can you take immediately to begin shifting your culture?**

"Our Student Learning Objectives are a form of action research, and it is wonderful to see how research changes classroom practices."

"Personalized professional development... for students: building it with them for their specific needs and goals and interests."

"Professional learning needs to hit the mark for the learner and be differentiated. What works for our students works for our adult learners."

SESSION 4

Engaging others in your vision

Based on input from team leads, Session 4 provided time for teams to work synchronously on their plan for engaging community and presenting their goals and vision. We started by looking over some presentation exemplars to help guide teams, first reviewing a sample slide deck from the *What School Could Be* team and then a draft video that the Alberton, MT district team made. The rest of the session was team work time.

In the two months following Session 4, teams continued to refine their action and communication plans with support from project guides as needed.

What is something you consider a “win” from this school year that you hope to continue into next year?

EXEMPLARS:

Focus Groups and Action Research

We are recruiting a few focus groups
Students | Educators | Parents | Graduates from 5-10 years ago
The local community -- business, non-profit, governmental

- Solicit input on essential competencies and near-term priorities
- Identify which aspects of our current school experience reinforce priority competencies
- Analyze what has worked historically and what are we ready to discard
- Self Study on current assessment models



To Demonstrate That We Trust Teachers to Innovate

- Invite teachers to start taking small, confidence-building steps
- Draw on a starter steps from the Innovation Playlist
 - Curiosity Time
 - Student-Led Debate
 - Advisory
 - Genius Time
- Share success stories in our school's WSCB group and at our next faculty meeting
- Connect these innovations to progress needed to develop "Portrait of a Graduate" priority competencies



"Finding new ways to work with families! And learning that not everything we once thought was necessary is really essential... which opens up some instructional time to focus on SEL and community building."

"Increased collaboration and creativity in lesson planning."

"Connecting students with people who they would not regularly be able to meet with, such as a State Representative on the floor of the House right before session started with a virtual tour."

+1 SESSION

Reporting back and looking ahead

Guest Expert: Michelle Reid

In August, teams reconvened one last time to present and receive feedback from each other on the work they've been doing and where they are headed, using the prompts below to structure their presentation. Michelle joined us for an insightful Q&A, sharing her experiences leading change and building a culture of innovation. She emphasized the need for racial and educational justice, and being open to taking necessary risks, as we create schools of the future.

1) What are some of the most important things you learned and accomplished during this project?



2) What are your next steps for the upcoming school year?



3) What challenges are you facing and what do you need?



THE WORK:

- **Engage your community in conversations that will create both understanding and urgency for change and clarity about the new skills all students will need for work, citizenship, and life-long learning, using the POG or another starting point.**
- **Prioritize a few key skills as starting points for action.**
- **Identify student learning experiences and assessments that align with the skill outcomes you've chosen to start with.**
- **Create ongoing professional development opportunities to equip teachers with the skills they need to transform their teaching and assessment practices.**
- **Consider the changes in conditions and culture (values, beliefs, and behaviors) that will be needed to sustain continuous innovation in your school or district.**

PROJECT OUTCOMES

These are the major project milestones and accomplishments shared by each team during their final presentations, as well as their plan to continue building on their Project Springboard experience through the 2021-22 school year.

Alberton School District has been on a journey to embrace transformational learning, with a focus on student agency and project-based learning. Building on work that their Redesign Team had already begun, they engaged the community by conducting surveys and empathy interviews with a diverse range of people, including students, parents, teachers, and local business leaders. They will continue monthly meetings with the Redesign Team, solidify their Portrait of a Graduate (PoG), and begin to document learners' pathways towards achieving the identified durable skills from the PoG by creating Challenge Boards.

ASU Prep Academies and Prep Digital developed a draft PoG through a process of engaging with some stakeholders and analyzing their input. They have been inspired to deepen their engagement with more stakeholders and increase the scope of the PoG while keeping student agency at the forefront. They will develop learning experiences and a continuum of assessment to measure progress toward their PoG. See Appendix B for their draft portrait.

Beaufort-Jasper Academy for Career Excellence focused on developing a Portrait of an ACE Completer, as they are a CTE school that students attend for part of their high school experience. They will get input on the Portrait from students and more faculty.

Bonython Primary School used this time to better understand the cultural and socio-economic diversity of their student population and engage in an effort to connect these diverse groups through the land they inhabit. They have learned that many of the people in their community believe that part of the purpose of school is to help students develop their skills in adaptability, emotional resilience, and other important life skills. They will gather student input and data and create focus groups of past students, community organizations, and hard to reach groups.



Council Rock High School North's district had been working on a PoG, then it got put on hold, and now they are restarting the process. They will use ISTE standards to inform their PoG, and create a Portrait of a Teacher to develop a new evaluative process based on teacher-driven goals.

Dover Sherborn Public Schools had convened a 60 person, multi-stakeholder group in 2019, whose work resulted in a draft PoG. Building on that work, the Project Springboard team connected the “silver linings” of the pandemic with the PoG, surveying the community and creating an outline of a shared vision for post-pandemic teaching and learning. They are now poised to integrate student-centered, inquiry-based, skills-focused learning into the everyday fabric of the district.

Hawaii Department of Education - Hanah Lahainaluna Molokai Complex built on the work they began three years ago with a community screening of *Most Likely to Succeed* by refining their existing PoG and discussing indicators that their students are meeting its goals. They will continue to refine and determine indicators for their PoG goals, as well as hold ongoing gatherings with teachers to develop and sustain buy-in for their shared vision.

James Madison High School has had a PoG in place for years without much traction. During this project they articulated Deeper Learning as the principle that is guiding their work, and are focusing on learning portfolios, time for reflection, and presentations of learning. Students will build their own learning portfolios and use time in Advisory to reflect on their learning. They will replace all final exams with student presentations of learning starting this school year. This will be a process that is developed and scaffolded throughout the year. They are also working to ensure that educators are providing authentic learning experiences and using assessments that are linked to the PoG skills.

Lumen Christi Catholic College presented to their staff about Project Springboard and received initial feedback and questions from teachers about their PoG. They plan to engage more stakeholders in developing their PoG this school year.



Naperville Central High School focused on bringing together a vertical community of stakeholders to build their PoG. It had been a formulaic process in Illinois in the past ten years, so they are now moving into a better process to expand communication and discussion. They are including evidence and data that identify needs in order to find solutions. They will work on a visioning process, using input from interviews that have helped identify clear needs.

Newfoundland and Labrador English School District has gained valuable insight from their community and identified themes from stakeholder input. They developed a PoG and identified key types of evidence to assess their PoG goals. They also developed a theory of change to guide their path forward. They will continue to communicate and share their work broadly to gain momentum for these shifts, and continue to document student learning. See Appendix B for their theory of change.

Northshore School District has received input from leadership and begun to survey past graduates (three to five years since graduating). They will finalize their PoG and create flexibility in it, in order to have room for personalization. They will do this by continuing outreach to recent graduates and conducting focus groups with community members to get feedback on the portraits. This work is happening within the context of a strategic plan refresh, which they are working to get school board approval for. They plan to partner with What School Could Be to do a community screening of *Most Likely to Succeed*.

Ossining Union Free School District is in the midst of their long-range planning for the district. Their major milestones during this project were engaging stakeholders in developing their portrait of a learner, including a student version, as a North star for their long-range plan. The portrait was adopted by the Board and community, and has been shared with students and administrators. They will use this portrait as a tool to co-create best practices and professional development, and create a system for assessing student competencies. See Appendix B for their portrait.



Tiverton Public Schools created a draft PoG ("Tiverton's North Star") informed by conversation and debate among stakeholders. They will develop more connection with stakeholders and the community, including asking people what is important to them via their website, and interviewing working people in the community to identify the skills students will need for their futures. They will finalize their PoG and work with administrators and teachers to bring the competencies to life with students. See Appendix B for their portrait.

Watertown High School has articulated guiding principles and values, a theory of action, and areas of focus. Their areas of focus include: collective and self efficacy; healing and progressing; powerful practices that lead to deeper learning; planning for block period (which is an extended period that is new for them); PLC effectiveness; and how to include students in professional learning. They will work on their areas of focus this year, and will share and socialize these ideas with teachers and students to gain buy-in and clarify expectations. Eventually, they hope to launch an innovation academy within their school.

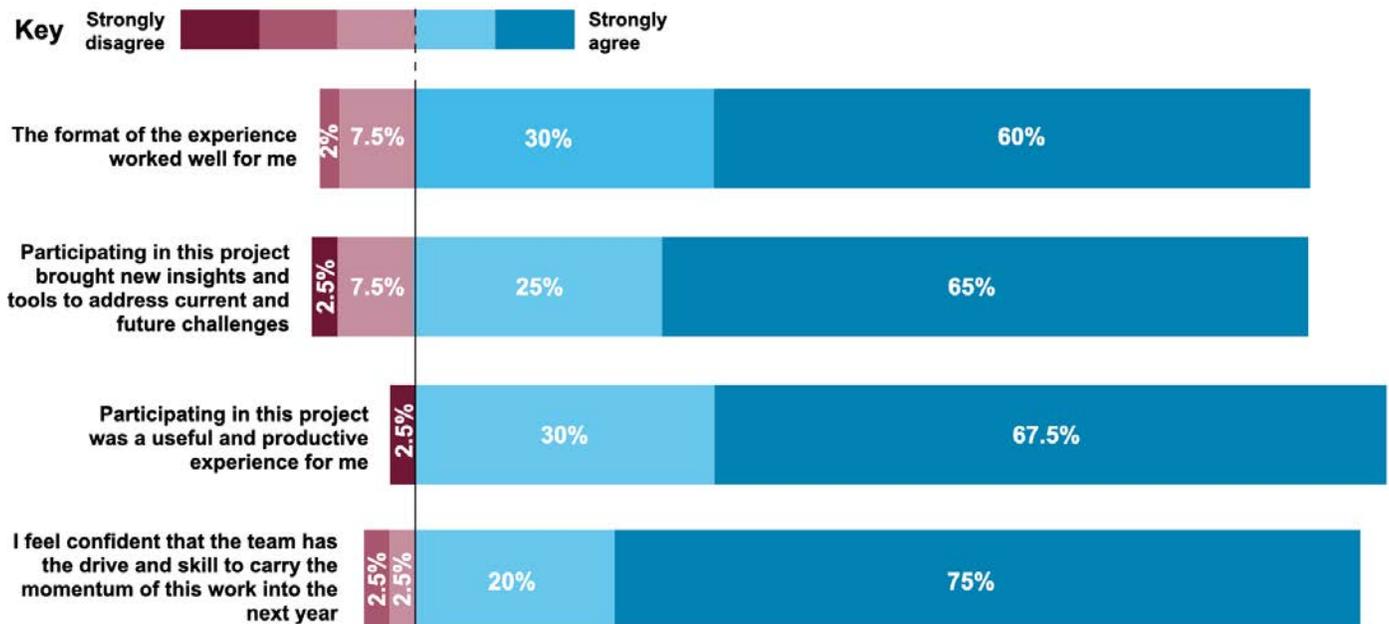
World of Wonder Early Learning Center forged relationships with members of the community and administration to create an evidence-based structure for learning experiences for early childhood that will provide a strong foundation for a child's ongoing educational experience. They will continue to revise their presentation and draw from other successful examples to create a proposal for their board to adopt play and creativity as necessary components to a child's educational experience. They hope this effort can gain support at the state level. They are aware of successful proposals in the state of Illinois that they may wish to borrow from and may find others that will require time to review. See Appendix B for some of the elements of their Portrait of a Child as Lifelong Learner.



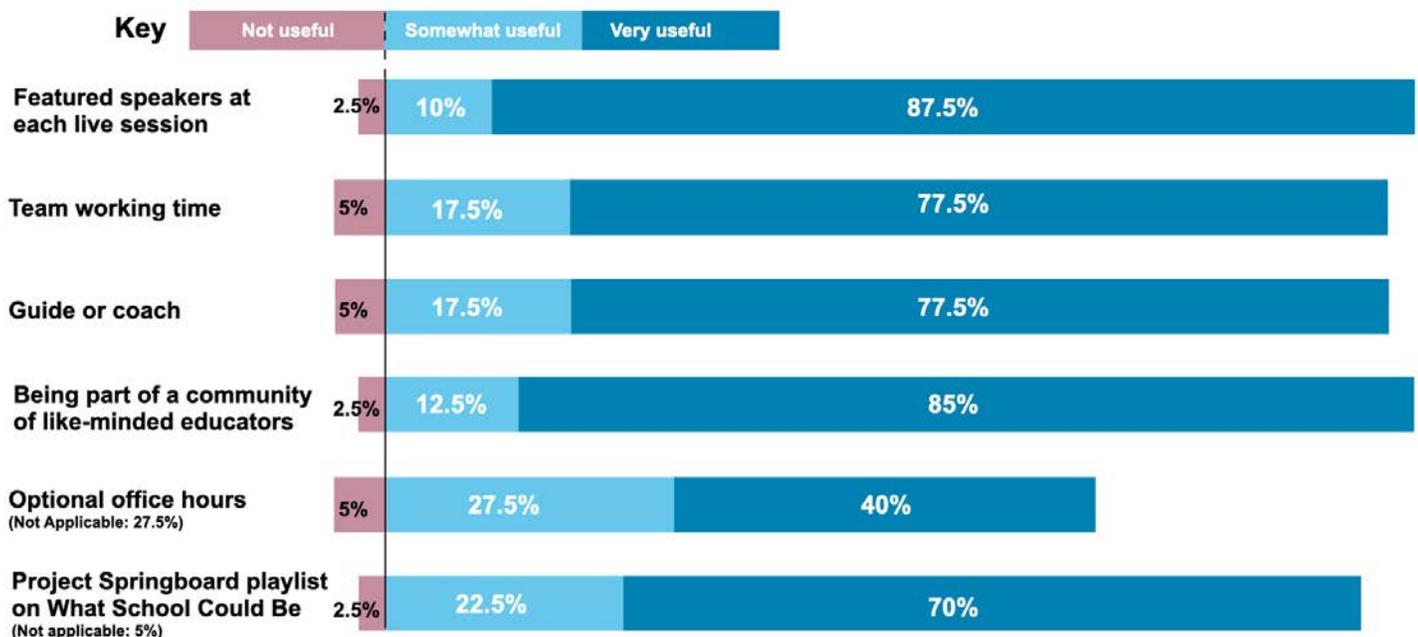
PARTICIPANT FEEDBACK

Below are the results of our final project survey, completed by 40 respondents.

Overall feedback on the Project Springboard experience



Feedback on value of individual components of Project Springboard



Note: Responses marked "Not Applicable" have been excluded from analysis

PARTICIPANT FEEDBACK

What did you find particularly helpful, interesting, or engaging about Project Springboard?

“It was great to have conversations around this important work with other like-minded educators from all over the world!”

“I absolutely loved meeting with districts from all over the US and the world to discuss and reflect on our assigned readings. There was much learning through this process that would not have necessarily happened in our own district.”

“I enjoyed hearing the energy and forward thinking from education leaders around the world.”

“Simply having a platform to connect with educators outside our 'bubble' was amazing.”

“Having the opportunity to collaborate, share ideas, provoke possibilities, and dream with other like-minded educators who are also seeking change for our future and our children.”

“I loved that it was interactive and not a traditional webinar.”

“We are going to continue investing time in learning from important stakeholders: students, families, and especially community members.”

“We want to be a more visible part of our next strategic planning phase, which will begin next school year. We hope to influence lawmakers at the state and national level to implement policies for what is best for children, taking how the brain learns and functions into account rather than just academic achievement.”

“Our team is working to implement a PoG and a PoT (portrait of a teacher).”

“We plan to share our presentation with our Administration with the idea that some of the components of our Portrait of a Child as a Lifelong Learner could/should be incorporated into our district's strategic plan.”

“Working to improve our PLCs (Professional Learning Communities) and working with teachers to strive for innovative practices such as student choice through mini lessons and PD.”

“Some teachers are exploring un-grading practices, a few are looking at 'backpacks' or digital portfolios, and the District is prioritizing deep learning philosophies and real-world integration.”

What changes in your school or district is your team planning to implement in the coming year?

APPENDIX A: PARTICIPATING TEAMS

Alberton School District

Alberton, Montana
Public School District

ASU Prep Academies + Prep Digital

Phoenix, Arizona
Charter Management Organization

Beaufort-Jasper**Academy for Career Excellence**

Ridgeland, South Carolina
Public High School

Bonython Primary School

Canberra ACT, Australia
Public Elementary School

Council Rock High School North

Newtown, Pennsylvania
Public High School

Dover Sherborn Public Schools

Dover, Massachusetts
Public School District

Hawaii Department of Education**Hana Lahainaluna Lanai Molokai Complex**

Ho'olehua, Hawaii
Public School District

Hopewell City Public Schools

Hopewell, Virginia
Public School District

James Madison High School

Vienna, Virginia
Public High School

Kealakehe Intermediate School

Kailua Kona, Hawaii
Public Intermediate School

Lumen Christi Catholic College

Pambula Beach, Canberra, Australia
Private K-12 School

Naperville Central High School

Naperville, Illinois
Public High School

Newfoundland and Labrador English School District

St. John's, Newfoundland and Labrador, Canada
Public School District

Northshore School District

Bothell, Washington
Public School District

Ossining Union Free School District

Ossining, New York
Public School District

Parker School

Kamuela, Hawaii
Private K-12 School

Saline High School

Saline, Michigan
Public High School

Tiverton Public Schools

Tiverton, Rhode Island
Public School District

Urban Community School

Cleveland, Ohio
Private PK-8 School

Watertown High School

Watertown, Connecticut
Public High School

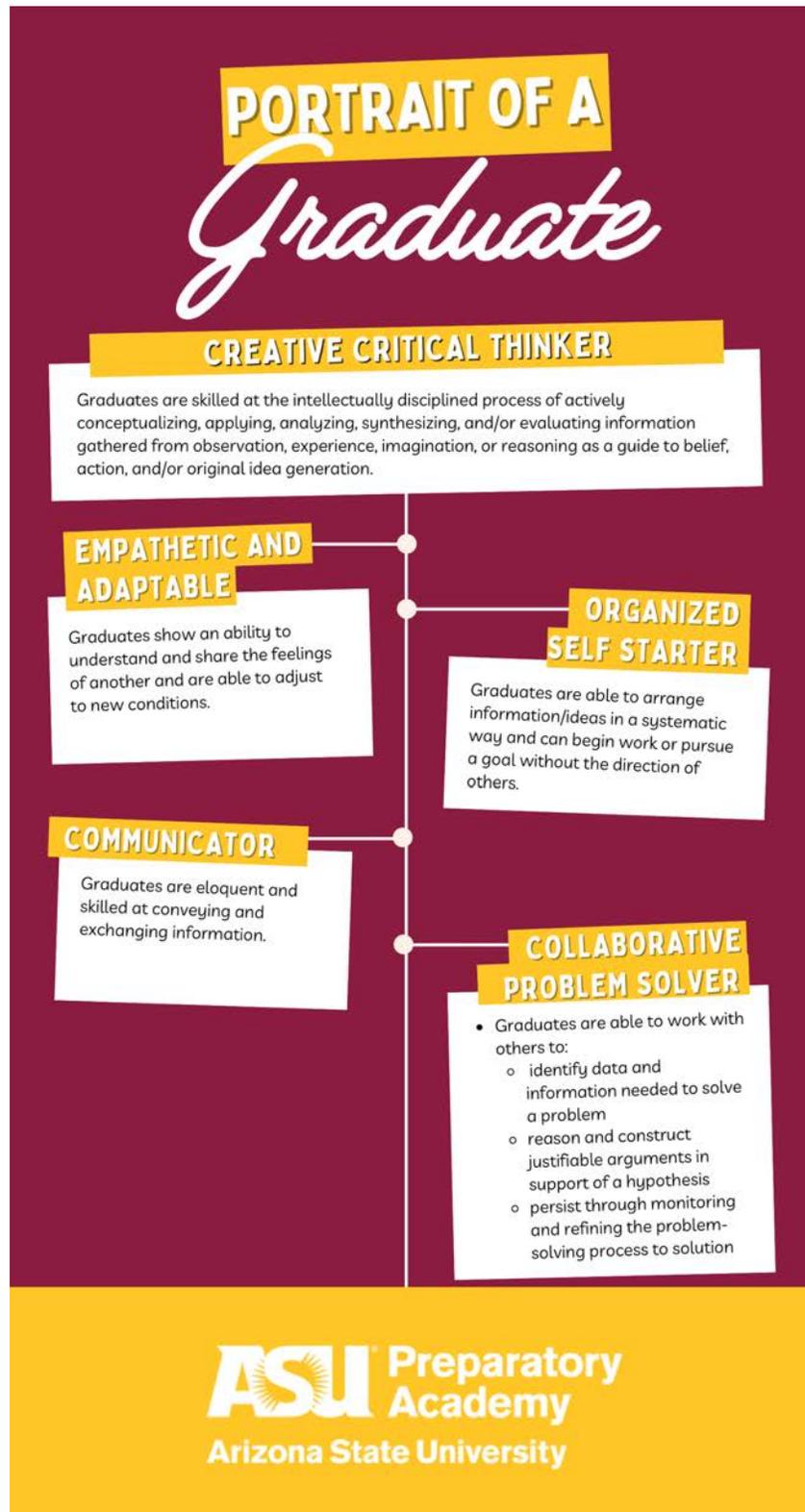
Wichita Public Schools

Wichita, Kansas
Public School District

World of Wonder Early Learning Center

Fenton, Michigan
Public Elementary School

APPENDIX B: TEAM PRODUCT EXEMPLARS





Our theory of change: How will we get to where we're going?

1. We need to develop **Trust** and **Empathy**
2. Promote **Student Voice** and **Choice**
3. Encourage **Passion, Curiosity, & Critical Thinking**
4. Foster **UDL, Inclusion, & Adaptability**

OUFSD Portrait of a Learner



OSSINING R·I·S·E·S
RENEW... IMAGINE... SUCCEED... ELEVATE... SOAR

- Do I feel passionate about my work?
- Are my values and my identity reflected in my learning?
- Am I balanced?

- Do I think critically and strategically?
- Do I believe I will find the solution?
- Do I engage in research to synthesize information?

- Do I demonstrate compassion and respect and consider other viewpoints?
- Do I choose the most effective approach to communicate clearly and concisely?
- Do I listen to understand?



- Am I making a difference and considering the larger impact of my actions?
- Do I value the strength of diversity?
- Do I contribute to my communities?

- Do I take charge of my own learning?
- Do I research and seek support when needed?
- Do I adapt and bounce back after setbacks?

- Do I find new ways to learn, create and express myself?
- Do I question my own thinking? Learning?
- Do I find wonder?

TIVERTON PORTRAIT of a **GRADUATE**



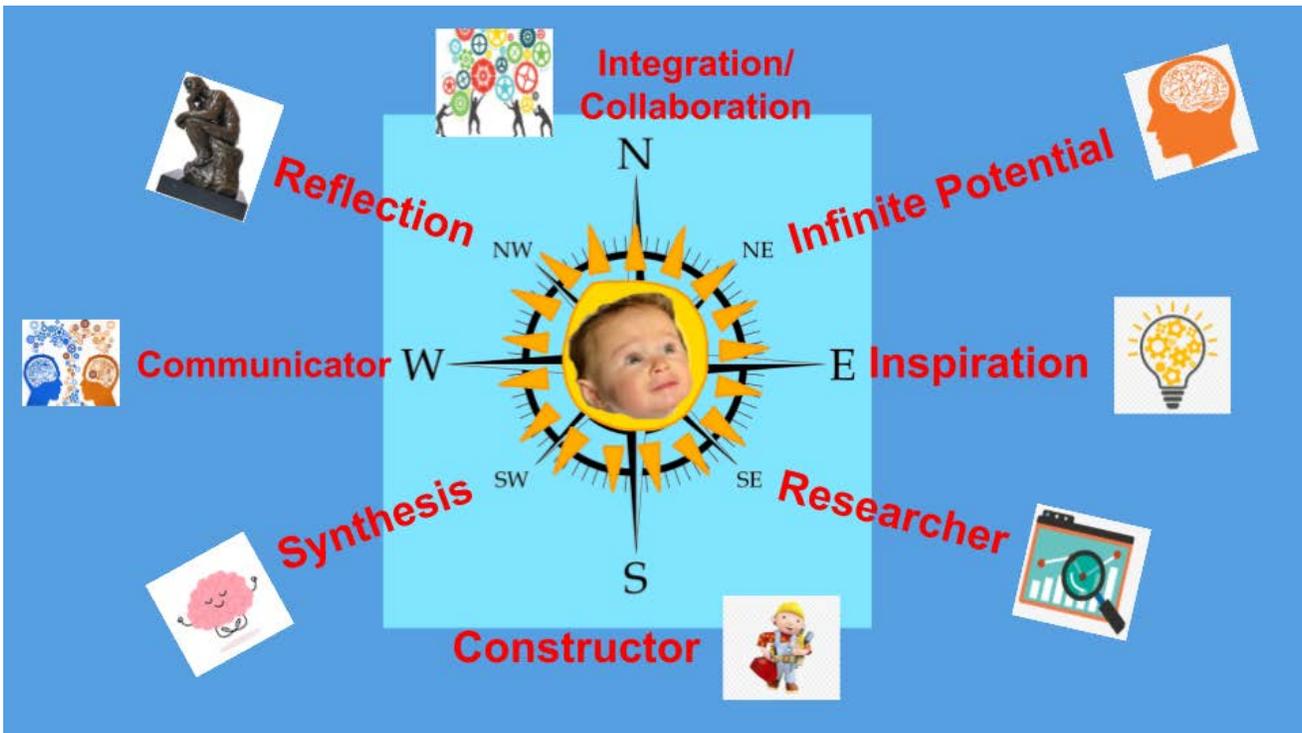
READY FOR COLLEGE. CAREER. LIFE.



World of Wonder Early Learning Ctr.

Analyze data

Generate a list of attributes and competencies expressed from each stakeholder group.



APPENDIX C: BIOGRAPHIES OF GUEST EXPERTS AND PROJECT LEADERS



Ted Dintersmith

Over the past decade, Ted Dintersmith has immersed himself in the world of education. He has insights into the world our children will live in as adults, and the ways this world ought to affect the way we educate children. Ted fights every day to do what he can to help give children the kind of education that will prepare them for their futures, and let them lead lives of purpose. During the 2015–2016 school year, Dintersmith went to all fifty states, visiting some 200 schools. His new book, titled *What School Could Be: Insights and Inspiration from Teachers Across America*, brings these stories to readers. Dintersmith highlights the common elements of the powerful learning experiences he observed, and the ways leaders can change schools at scale by putting in place the conditions that let teachers and students thrive. In 2012, Ted was appointed by President Obama to represent the United States at the *United Nations General Assembly*, where he focused on education and entrepreneurship. Dintersmith graduated from the College of William and Mary with High Honors in English and Physics and went on to get a PhD in Engineering from Stanford, where he also taught.



Valerie Greenhill

Valerie is Vice President at Battelle for Kids, where she is responsible for the strategy and oversight of 21st century design, delivery, and networks. In that capacity, she leads the team's work on Portrait of a Graduate, Portrait to Practice services, and the EdLeader21 National Network. In addition to co-authoring *The Leader's Guide to 21st Century Education: 7 Steps for Schools and Districts*, Valerie was a contributing author to *Deeper Learning: Beyond 21st Century Skills* and *21st Century Students Need 21st Century Skills*. Valerie co-founded EdLeader21, now the national network of Battelle for Kids, and was the Director of Strategic Initiatives for Partnership for 21st Century Skills (P21). Valerie often speaks at national and regional conferences on school transformation, Portrait of a Graduate, equity, and other topics related to 21st century education. She earned an M.Ed. in educational media and computers from Arizona State University, a master's in English from the University of Arizona, and her bachelor's degree from Vassar College.



Christina Kishimoto

Dr. Christina M. Kishimoto was appointed state superintendent of the *Hawaii State Department of Education* on August 1, 2017. Her education career spans over 25 years of equity-focused work across three states, in both lower and higher education, including two previous CEO/superintendent roles in Gilbert, Arizona, and Hartford, Connecticut. Dr. Kishimoto has proudly served as board president of the *Association of Latino Administrators and Superintendents*, board member of the *Council of Chief State School Officers*, and is a national *Chief for Change*. Dr. K is passionately committed to the power and promise of public education as a nexus of community advancement and economic growth through student voice, parent engagement, and a diverse portfolio of innovative school designs led by public educators. She earned a Doctorate in Education Administration from *Columbia University Teachers College*, a Master of Public Administration in Public Affairs and Policy from the *University of Connecticut*, and a Bachelor of Arts in English from *Barnard College, Columbia University*.



Punya Mishra

Dr. Punya Mishra is *Associate Dean of Scholarship and Innovation* and professor in the *Division of Educational Leadership and Innovation* in the *Mary Lou Fulton Teachers College* at *Arizona State University*. He also has an affiliate appointment in the *Herberger Institute for Design and the Arts*. He is internationally recognized for his work in technology integration in teaching; the role of creativity and aesthetics in learning; and the application of design-based approaches to educational innovation. He has received over \$7 million in grants; published over 100 articles and edited 3 books. He is an award-winning teacher, an engaging public speaker, as well as an accomplished visual artist and poet.



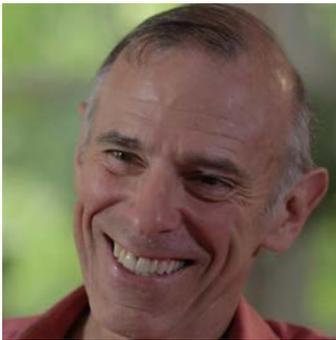
Michelle Reid

Dr. Michelle Reid is now serving in her 40th year in K-12 education. She was named Superintendent of the *Northshore School District* in June 2016 and is former Superintendent of the *South Kitsap School District*. Prior to that, she served as Deputy Superintendent, District Athletic Director and high school Principal in the *Port Angeles School District*. She has also served as a leadership facilitator at the *University of Washington Center for Educational Leadership* and the *Harvard Institute for School Leadership*. Dr. Reid received her doctorate in educational leadership and her master's in educational administration from the *University of Washington*. She received her bachelor's degree in natural science/chemistry from the *University of Puget Sound*. In November 2020, Dr. Reid was named 2021 *Washington State Superintendent of the Year* by the *Washington Association of School Administrators*. In February, she was named 2021 *National Superintendent of the Year* by *AASA, The School Superintendents Association*.



Pasi Sahlberg

Pasi Sahlberg has worked as a schoolteacher, teacher-educator, researcher, and policymaker in Finland and advised education system leaders around the world. He served as senior education specialist at the World Bank (in Washington, DC), lead education expert at the European Training Foundation (in Torino, Italy), director general at the Finland's Ministry of Education and Culture (CIMO), and visiting professor of Practice at Harvard University. He is a recipient of several recognitions for his lifelong service for education, including the 2012 Education Award in Finland, the 2014 Robert Owen Award in Scotland, the 2016 Lego Prize, and Rockefeller Foundation's Bellagio Resident Fellowship in 2017.



Tony Wagner

A globally recognized expert in education, Tony Wagner is currently a Senior Research Fellow at the Learning Policy Institute, founded by Linda Darling-Hammond in 2015. Prior to this appointment, Tony held a variety of positions at Harvard University for more than twenty years, including four years as an Expert in Residence at the Harvard Innovation Lab and the founder and co-director, for more than a decade, of the Change Leadership Group at the Harvard Graduate School of Education. His previous work experience includes twelve years as a high school teacher, K-8 principal, university professor in teacher education, and founding executive director of Educators for Social Responsibility. In 2021, Tony joined the Board of Better World Ed, an education nonprofit on a mission to help you(th) love learning. Tony is a frequent speaker at national and international conferences and a widely published author. His work includes numerous articles and seven books, including three best-sellers.



September 2021