



Education Redesign: Building a New Model

Section 5: Looking Ahead

Video 1: Leading Change

PAUL REVILLE: This is all about change. And here are a couple of my favorite quotes about change. Change, if anything, in our era-- and I don't need to tell you-- is accelerating. And if we're only looking at the past or the present, President Kennedy said, we're likely to miss the future. So we need to begin, as G.B. Shaw tells us, to think about changing our own minds about what's possible and what can happen if we have any hope of changing anything or anybody else's minds.

So I want to bring it back to us as educators and educational leaders. Again, time and time again, we have seen the big changes in our field come from the outside in. And I know in this moment of some excesses and some blunt instruments that have been used in the name of education reform, there's a tendency, or there's an inclination in some quarters, to say let's use this moment to get rid of everything we don't like about education reform that's happened over the past 20 to 25 years.

And as a proponent of education reform and standards-based reform, I know there are problems with some of the things that we've done. But I also believe that those strategies were necessary. They were critically important. They were driven by a concern for equity.

If we don't measure progress, we know who's going to get hurt-- those who we've historically least well served in our society. So we need standards, and we need to measure progress. But we can do a better job.

I would argue that we ought to say in this moment as educators, yes, we need to improve upon the tools of reform that have been used over the past two decades. But more importantly, we need to look to the future. What will it take to give each and every one of our students the opportunities and support that they need to achieve at the high levels that policymakers have charged us with achieving?

And once we give them that opportunity to learn, then we're more than happy to be held accountable for the progress they've made against those learning goals. That's the opportunity for us. But it's going to take initiative. It's going to take leadership, and it's going to take finding our voices and educational field to do that job.