



Education Redesign: Building a New Model

Section 4: Need for a New Engine

Video 1: The Mission

PAUL REVILLE: First of all, what do we mean by getting to all means all? In my view, it requires a new system. A system that goes beyond what we've conventionally thought of as schooling that provides all children with the opportunity to learn by meeting the individual academic, health, social service, and out-of-school learning needs of each and every child.

So we need a vision for how to do that. And we're not great, frankly, in our field at developing visions. We're better at reacting to other people's visions. But now we need the vision. We need to develop that vision ourselves. And we need to create opportunities and discussions like the conversation you and I are having today all around the country to generate that vision, and to generate some urgency, and to generate some movement these kinds of issues.

I think we can say, and this used to alarm people when I said it when I was Secretary of Education, that schooling alone as we currently conceive of it, I've said this before, but I'll keep underlining it, is insufficient to meet the policy goals that we have set in our states and in our country right now. We can't get there if we just continue to try and optimize the current conception of school. I think we proved that. The data are in.

So the question is, what do we do about it? Well, I've created, with the help of my colleagues, an Education Redesign Lab here at the Harvard Graduate School of Education. And our mission is to create this new system and make it research-informed and integrate a broad variety of strategies from different elements of the world of education and child development. To make it personally attentive and focused on each and every child's needs, to mitigate the effects of poverty, and to get each and every one of our children ready for success.