

# Paul Hamlyn Foundation

**Learning Futures**

Application and Guidance Pack

**innovation**

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# Learning Futures

## Application and Guidance Pack

### Introduction

*Learning Futures* is a new initiative to support secondary schools in developing and testing innovative models of pedagogical practice that would better meet the needs and aspirations of young people and teachers in the 21st Century.

*Learning Futures* aims to ensure that more young people engage actively and positively with their learning through school and retain a commitment to learning beyond their school years.

We are inviting proposals from schools wishing to work with us and on behalf of the wider system, to put into practice innovative new approaches that apply the four key *Learning Futures* principles:

- Ensuring **relevance** of learning (for young people themselves)
- **Co-constructing** the curriculum and pedagogy (with young people)
- Valuing and incorporating learning experiences and processes both **in and out of school contexts**

- Varying the **learner /teacher mix**, recognising the value of a much wider range of roles than the traditional teacher-pupil relationship.

These principles are explained further in the publication, *Learning Futures: Next Practice in Learning and Teaching*<sup>1</sup> and summarised in the model shown in Appendix One of this pack.

We hope to encourage schools to be bold, to seek collaborative solutions and to build pedagogical models which are transferable, sustainable and scaleable.

Having assessed the impact of these new approaches through a number of pilots or field trials, we will consider (depending on approval from the Paul Hamlyn Foundation Board) whether to build on this first phase of *Learning Futures* to effect similar change across a much larger number of schools.

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<sup>1</sup> The publication can be downloaded from the *Learning Futures* pages in the Education and Learning section of the Paul Hamlyn Foundation website, [www.phf.org.uk](http://www.phf.org.uk)

## Section One: The Initiative

The initiative has been developed by the Paul Hamlyn Foundation (PHF) and The Innovation Unit.

The idea behind *Learning Futures* stemmed from an earlier PHF initiative *Musical Futures*. The success of *Musical Futures* (its pedagogic approaches are now being adopted in over 850 secondary schools) led us to consult with school leaders to see how the problems the Foundation had found in music (most notably a disengagement from learning seen in many students and a lack of integration of learning styles and opportunities found outside school), and the principles underpinning the successful *Musical Futures* strategies, would relate to schools more broadly.

An enthusiastic response from leading figures from education and over 50 schools confirmed the need for action, and a shared interest in transforming pedagogy. Our vision is that our teachers become better able to manage and integrate learning wherever it can be found, and that our students become more actively engaged in learning - developing skills and a positive, self-motivated attitude that will equip them for the challenges which lie ahead in an uncertain and unpredictable future.

The Innovation Unit brings to the initiative significant expertise in enabling and supporting 'next practice' in education and played a key role in the scaling-up of *Musical Futures*. Together, we share a desire to support and encourage schools to be bold, seek collaborative solutions and build pedagogical models which are transferable, sustainable and scaleable.

We are now inviting proposals from secondary schools in England and are specifically looking for innovative models which:

- Promote deep learning, through prioritising student engagement;
- Inspire students to further learning, beyond examination requirements;

- Develop authentic, problem-based and enquiry-led learning environments;
- Maximise the potential for informal learning, through technology, peer and business/community-based learning;
- Create broader, more engaging and integrated forms of assessment, which better reflect the world beyond school;
- Raise the quality of student-teacher interactions
- Effectively combine formal instruction-based approaches with non-formal co-constructed learning.

As importantly, we are looking to recruit partners who are interested in:

- Sharing their innovations beyond their own locality, through an already-formed *Learning Futures* community of interest, and with relevant national and international networks;
- Working with others, to build composite models where the whole is greater than the sum of their innovations, so that other schools may benefit from solutions which are not just a series of isolated good ideas.

We welcome proposals from a range of schools working with students in differing contexts and at different stages of school development and improvement.

'Next practice' pedagogy needs to go beyond the 'incrementalism' of past decades if our students are to be well prepared for the rapid shifts taking place in society. In this respect, *Learning Futures* comes at a time when there is considerable interest in fostering more radical reconfigurations of schooling, both at home and abroad. Our initiative is already attracting the attention of a number of global initiatives, such as CISCO's 21st Century Schools Initiative and the OECD Centre for Educational Research and Innovation's *Innovative Learning Environments* project.

## Section Two: The Offer

The Foundation has earmarked £1.2m to support the next phase of *Learning Futures* (January 2009 - July 2010). During this phase, we will establish a number of field trial sites (which may consist of individual schools or small clusters of schools). In order to help these sites realise their innovative plans, support will include the following:

1. Part-funding for each field trial site of an internally appointed part-time *Learning Futures* Coordinator (LFC). We would anticipate that this responsibility would be given to a senior management team member and that the LFC would be the main contact point with the *Learning Futures* project team
2. Regular input from *Learning Futures* consultants. The consultants' roles will be to:
  - Support and challenge schools during the planning and implementation phase;
  - Facilitate the evaluation and review process (including preparation for the second implementation phase, subject to PHF approval);
  - Enable learning from the field trial site to be shared more widely.
3. Funding to support schools with initial planning and development work and with documenting, evaluating and sharing the impact of their *Learning Futures* innovations
4. Profiling the work of the field trial sites and connecting them with relevant developments elsewhere, nationally and internationally
5. Further, discretionary, bid-for support to enable partner school leaders to work collaboratively in building nationally significant composite models building from their experience of *Learning Futures*.

### What we expect of *Learning Futures* schools

We will expect selected schools to:

1. Commit wholeheartedly to the process of disciplined innovation:
  - Finding solutions which test out new forms of pedagogy, in order to improve learner engagement and better integrate opportunities for learning, in and out of school;
  - Engaging in enquiry - helping to build the evidence base (with support from the *Learning Futures* project team) for transferable, replicable innovations.
2. Work collaboratively with other partner sites and the *Learning Futures* consultants:
  - Agree to work collaboratively to explore specific themes within the *Learning Futures* framework;
  - Engage with the *Learning Futures* consultants;
  - Provide representation at national project review meetings, held periodically.
3. Provide regular reports and evaluations and contribute to collective reports.

Further funding and support for selected partner schools (and others) beyond the 2009-2010 academic year will be contingent on the results and achievements over this first implementation year and on approval from the Paul Hamlyn Foundation Board for a subsequent phase of work.

## Section Three: The Application Process

We are inviting secondary schools - or clusters of schools (which might be cross-phase, but led by a secondary school) - to apply to work with the Foundation and The Innovation Unit, in devising imaginative and innovative teaching and learning models, fit for the challenges of the 21st century.

### How to apply

Your proposal should describe how you would address the challenges and put into practice the key principles/learning domains identified in the '*Learning Futures: Next Practice in Learning and Teaching*' pamphlet (available from the *Learning Futures* pages in the Education and Learning section of the Paul Hamlyn Foundation website, [www.phf.org.uk](http://www.phf.org.uk)). The theoretical model, showing the four key principles/learning domains to be addressed is reproduced in Appendix One.

Proposals should specifically address the questions listed below in Section Five. If you have any questions concerning your application, please contact the *Learning Futures* Co-ordinator, by email: [info@learningfutures.org](mailto:info@learningfutures.org) or telephone: 020 7227 3500.

There is a single stage application process for this initiative:

- The deadline for applications is **Monday, March 2nd, 2009**.
- Applicants should provide information in relation to each of the questions listed in Section Five (below). Answers should also demonstrate a strong fit with the assessment criteria listed in Section Four. In total, information provided should **not be longer than ten sides of A4**.

- Applications should be submitted by email, as a Word attachment, and sent to the *Learning Futures* Co-ordinator at [info@learningfutures.org](mailto:info@learningfutures.org)
- Following receipt of your application, the *Learning Futures* team may wish to talk to you, or visit your school(s). Please ensure that a senior member of the submitting team is able to facilitate this during the period March 9th - 29th.
- Successful applicants will be notified during the week commencing **13<sup>th</sup> April, 2009**.

### Support for developing your proposals

A number of seminars will be held during January 2009 to offer support and guidance to schools in developing their proposals. **Applicants wishing to attend a seminar should complete and return the accompanying form or email their booking by Friday 9th January.** Places will be allocated on a first come, first served basis.

### What happens next

Successful applicants will embark upon an intensive planning process, with support from the *Learning Futures* team, so that new pedagogical models can be implemented from the start of the 2009/10 academic year.

Unsuccessful applicants will be invited to join the *Learning Futures* Community of Interest, and will be eligible to apply for a potential second phase of *Learning Futures* (commencing in 2010, subject to the approval of the PHF Board.)

## Section Four: Assessment Criteria

We are looking for proposals that demonstrate the following:

- **Clear objectives and a rationale** that link to schools' development plans and partnership strategies for improvement. Schools should see their *Learning Futures* programmes not as a diversion from, or a bolt-on activity to their core business, but rather as a demonstration of a vision and a set of values that sit at the heart of what the school is about and that will prove transformational for the school as a whole.
- **Specific success criteria and performance indicators**, including measurable targets for the first year of implementation, as well as to assess longer-term impact and learning outcomes.
- **A strong commitment to student participation** in developing plans for *Learning Futures*.
- **An holistic approach** that attends to the key *Learning Futures* principles/domains in an integrated way (as identified in Appendix One), although applicants may place greater emphasis in their proposals on one of more of these principles.
- **A willingness to look outside school boundaries** and beyond the norm in order to provide authentic and engaging learning environments and opportunities
- A commitment to the principle that **practitioners and students engage in active enquiry**, with a shared understanding of challenges faced and the benefits of open review and evaluation processes.
- **Balance** between the scale, direction and focus of new approaches and the need to maintain continuity with already effective pedagogies
- The potential for **transferability and replicability in other schools and for coherence** with other innovations and initiatives, locally and nationally.

We will expect successful applicants to show:

- **Vision, drive and ambition** and **active engagement from the senior management team**.
- **Enthusiasm for exploring new possibilities for learning** that are not constrained by conventional timetabling, age cohorting and subject-bound planning.
- **A clear commitment to partnership working** and the open sharing of learning, expertise and practice with the *Learning Futures* team, other schools and partners, and the wider community of interest.
- **'Change readiness'**: evidence that schools' proposals are both timely and achievable, because of previous strategic developments and an understanding of the implications of the level and pace of change proposed.
- **A clear understanding of likely barriers and challenges** that will be encountered through the change process and how these will be addressed
- An understanding and commitment to an **active role in the monitoring, evaluating and documenting** of the new approaches implemented and the lessons learned.
- **A long-term commitment** to the proposed innovations and to ensuring sustainability beyond the period of *Learning Futures* funding.

## Section Five: Application Content

All applications should include the following information in the same order as listed here. Proposals should be no longer than ten sides of A4.

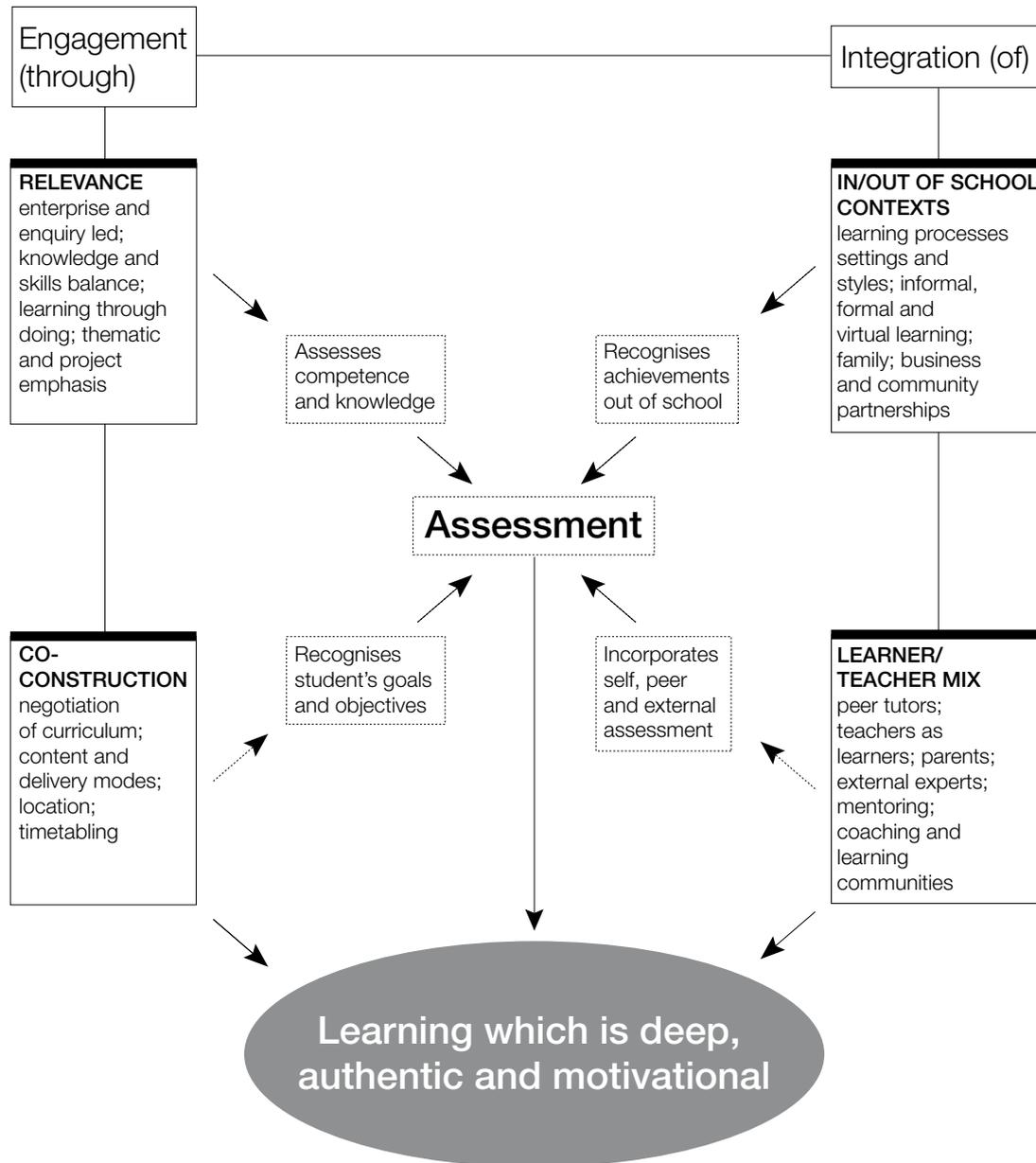
### Applicant details

1. Name and address (incl. postcode) of school (or lead school in a collaborative bid)
2. Name and position held by principal contact at lead school
3. Email address and telephone number of principal contact
4. A list of partner schools (including details 1-3 above)
5. Describe the profile of your school(s), including:
  - a. Socio-economic information;
  - b. Recent participation in teaching and learning initiatives;
  - c. Recent inspection & performance data.

### About your proposal

6. Describe, in no more than 500 words, the 'big idea' for your *Learning Futures* programme. How will it put into practice the four *Learning Futures* principles/domains? What, if any, organisational or structural shifts will be necessary? (e.g. timetabling, cohort organisation, assessment mechanisms, etc.) What implications will your proposal have for your staff?
7. What is it about your proposal that would be considered most innovative by the wider education sector?
8. Who would be the main beneficiaries and participants in the programme (e.g. year group(s)/curriculum areas)? How many learners will benefit and how many practitioners will participate a) in the 2009-10 academic year and b) in the longer term?
9. Specify the particular problems or issues that you experience within your school/partnership and/or the wider education system, that your proposal intends to address.
10. What do you aim to achieve through the proposed programme a) in the first year of implementation (2009-10 academic year) and b) in the longer term? (for individual learners, groups of learners and at the level of individual schools and wider partnerships). Include specific, measurable outcome targets or success criteria that you hope to achieve by July 2010.

11. How do your proposals build on or from previous commitments to school transformation and innovative practices? Please give evidence and illustration of your school/partnership's readiness for an ambitious and far-reaching change programme and include an executive summary from your school or schools' current development plan(s).
12. How will you involve students in the planning processes?
13. What will be the most challenging implication of your *Learning Futures* programme for the school(s)? What other blockages or challenges might get in the way of the successful implementation of your proposal? How would you address these?
14. What external support would you like to help you put your ideas into practice – a) from the *Learning Futures* team and b) from other potential partners?
15. How will responsibilities for your *Learning Futures* programme be assigned amongst the key people involved?
16. How will you share your learning, monitor the programme's implementation and evaluate the impact of your innovations?



The Paul Hamlyn Foundation is an independent grant making body that funds organisations whose charitable activities help people to realise their potential and have a better quality of life. It has three main programmes:

**Education and Learning** – supporting innovation and change within education and fostering the sharing of new practices, experiences and learning between and within schools, local authorities and voluntary organisations.

**Social Justice** – supporting innovative ways of effecting social change, with a particular focus on the integration of marginalised individuals and communities.

**Arts** – supporting the development and dissemination of new ideas to increase people's experience, enjoyment and involvement in the arts, with a particular focus on young people.

The Education and Learning Programme consists of:

- an open grant scheme that encourages innovative approaches to: tackling school exclusion and truancy; supplementary education; and developing young people's speaking and listening skills.
- special initiatives, targeted at issues we particularly want to address, such as *Learning Futures*, *Musical Futures*, *Learning Away* and our Higher Education student retention grants programme.

For more information about *Learning Futures* please see the Foundation's website: [www.phf.org.uk](http://www.phf.org.uk) or contact the *Learning Futures* Co-ordinator:

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This document can be downloaded from the *Learning Futures* page in the Education and Learning section of the Paul Hamlyn Foundation website, [www.phf.org.uk](http://www.phf.org.uk)

The Innovation Unit is a not-for-profit agency committed to working in partnership with localities to build innovative capacity and to drawing out and transferring local learning for use by others. The Unit works with the most aspirational school leaders determined to solve intractable problems; with those who want to achieve disciplined radical innovation and with those willing to share their learning more widely.

More details at [www.innovation-unit.co.uk](http://www.innovation-unit.co.uk)