

# THE FUTURE OF LEARNING



## LEARNING IS CHANGING. FAST.

Robots in the classroom? Future skills gaps? Globalization? Jobs that don't yet exist? Seismic demographic shifts? Welcome to the reality of the 21st Century. And it's not just how students learn, but what they are learning - and what they will need to lead successful, meaningful adult lives in a complex society. As independent schools already know, recent upheavals in the U.S. are accelerating these changes.

The Future of Learning is a synchronous-asynchronous exploration of the ideas, realities, and challenges of a shifting world. Anchored by a panel discussion, an evening of small group discussions with our community, and a curated list of resources, The Future of Learning is also open-ended and ongoing – an exploration into the future that will continue into the future.

This synopsis summarizes the key outcomes of the synchronous pieces of The Future of Learning while providing a framework for further discussion.

We invite you to explore, reflect, and engage with us. Because at Pike, the Future of Learning is now.

### A CONTINUOUS LEARNING EVENT

*May 13 & 17, 2021 and Beyond  
@ The Pike School*





## ANCHOR EVENT: PANEL DISCUSSION

May 13, 2021, 7:00 PM

The far-ranging discussion dug deeply into the challenges of teaching and learning for the future. What are the implications for schools around the Fourth Industrial Revolution (4IR), our recent COVID pandemic, and artificial intelligence? What skills, "hard" and "soft," will students need in order to thrive? How does a Pike education begin to address those needs? Where does Pike need to invest to ensure we continue to be proactively engaging the future in our teaching?

### RECORDING AVAILABLE:

[pikeschool.org/giving/futureoflearning](https://pikeschool.org/giving/futureoflearning)

“ *There is huge urgency. What makes the Fourth Industrial Revolution so different from the previous revolutions is the speed of change.* ”



**ANNE-MARIE BALZANO**  
Senior Governance Strategist  
Mission and Data



**JEFFERSON BURNETT '71**  
Senior VP, Education innovation  
National Assoc. of Independent Schools



**ASHLEY MARSHALL**  
Head of School  
The Pike School



**MEERIE JOUNG**  
Chair of the Board of Trustees  
The Pike School

HOW IS THE WORLD  
CHANGING?

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WHAT ARE THE  
IMPLICATIONS FOR  
EDUCATION?

*"The students at Pike now, their lifespans are expected to be at least 100 years. So that means they'll be in the workforce well into their 80s . . . and that means that they're going to need to upskill and reskill throughout their lives."*

*"The fourth industrial revolution (4IR) describes the blurring of the physical, digital and biological spheres, which in reality is all about artificial intelligence and automation. And the pandemic has accelerated the 4IR, which is going to and is already having a significant impact on the workforce and the skills that are needed in order to excel in that future."*

*"Student health and well-being was really brought into focus because of the pandemic. But when 80% of our children actually suffered from depression or lack of well-being during the pandemic, that's going to have an impact on us moving forward."*

*"Schools were never designed to prepare for the fourth industrial revolution, they were designed to prepare for college. And yet what we're doing now is preparing our kids with these core, core skills and capabilities to manage no matter where they are in their lives."*

*"I think that while this is a challenge for us in this country, it's a huge opportunity for independent schools: we get to show how it can be done"*

*"When you look at companies like Google and Apple, and you look at the skills that they really are looking for in their workers, it's collaboration and teamwork, and communication – all those things that we feel might be at risk in this increased technological world."*

*"This ability to work with people who are really, really different from you, to have empathy and curiosity and purposefulness and engagement with others, these are the skills that can transfer across different types of work."*

*"Student agency is key."*

*"The learning compass (from the OECD) is not a curriculum framework, not an assessment framework. It is really looking at how children are going to navigate this uncertain future. The real goal is well-being, and how we increase agency among children."*

*"Our 4-year-olds are stewards of the world, our 14-year-olds are stewards of the world. And what does that actually mean?"*

*"The entire world does not spin around Andover, Massachusetts. And here is the beginnings of a broader and incredibly important conversation around diversity, equity, inclusion, and justice, international-mindedness, all of that comes into play: if we are going to be successful as humans, in this new environment, we're going to have to absolutely up our game."*

WHAT WILL OUR  
CHILDREN NEED TO KNOW  
AND BE ABLE TO DO TO BE  
SUCCESSFUL?

WHY IS A PIKE  
EDUCATION IMPORTANT?  
+++  
HOW DOES IT MEET THE  
CHALLENGES OF THE  
FUTURE FOR OUR  
CHILDREN?

*"We're going to be able to maximize what we do best in learning and teaching. And yet, we're going to be very receptive to new approaches and thinking about learning."*

*"At this age, it looks like the sharing of materials in a classroom. It looks like group projects, and learning when to take the lead, when to listen, when to change, how to negotiate – things that are so integral to what we do and how we do it"*

*"Research has told us again and again that those first early years are the time to teach into the flexibility (of children). And so, when I think about Pike, I really see Pike as the bridge between today and tomorrow, the bridge between the present and the future."*

*"One of the most exciting things about this age group (4 to 14) is that that sense of community and that sense of vertical planning that can occur within the school. When we look at the research. PreK to 8 schools are actually the best learning environments for students. And that's exciting."*

*"Pike students get to experience this place where their learning is so intentionally designed, and the adults in this space are so passionate about their success. You can go into a Pike classroom and you know what a lifelong learner is going to look like."*



*When we look at the research. PreK-to-8 schools are actually the best learning environments for students. And that's exciting.*





## ANCHOR EVENT: COMMUNITY CONVERSATION

*May 17, 2021, 7:00 PM*

The learning continued as community members – parents, alumni, parents of alumni, and more – gathered to explore their hopes, dreams, and concerns for the future, and how Pike might be a partner in preparing students for that future. Informed by the panel discussion and by a wealth of resources shared before, during, and after the event, the conversation was both personal and global, with The Pike School clearly positioned at the intersection.

In the following pages, you can read snippets from the conversation that unfolded for over an hour in small groups.

### A SPECIAL THANKS . . .

To our facilitators and technology support from the Administrative Team of The Pike School:

Marybeth Heyd  
Aaron Hovel  
Jenny Jun-lei Kravitz  
Kate Moran  
Ashley Marshall

“ *Our kids can explore things we never had the chance to when we were kids.* ”

WHAT ASPECTS OF THE  
FUTURE OF LEARNING  
MOST INTRIGUE YOU,  
EXCITE YOU, AND/OR  
SCARE YOU?

*"As someone working in technology, I see both the possibilities and challenges of technology as a tool for students. I worry students will feel disempowered to find the balance."*

*"I'm curious, given all the pressures, how schools can create whole people and help students and society go from a scarcity to an abundance mindset."*

*"If we can help our students learn all of this stuff well, we should end up with healthier, calmer, more connected humans. That's exciting!"*

*"I'm intrigued by how will kids understand human connection through technology, and in what ways can this can enter the curriculum."*

*"There are so many more opportunities to do many different things, to shift from one career track to another, to develop diverse interests. Our kids can explore things we never had the chance to when we were kids."*

*"The speed and degree of change! It adds stress to a person's life, and I worry about the pressure on our children withing such an exhausting environment."*

*"Who knows what jobs will look like? It's unsettling to think that we don't know exactly what it is we working towards."*



*Because the bots will do so much, the humans will need to be really good at the human things.*



WHAT SKILLS,  
UNDERSTANDINGS, AND  
VALUES DO YOU THINK  
ARE MOST NEEDED TO  
MEET THE FUTURE?

*"Metacognition and the ability to take another person's perspective. It is so critical if you want people to be able to hold a paradox, to embrace uncertainty. It seems to me these are essential skills for the future, but for right now, too."*

*"I think they need to learn to not allow others to put limits on them."*

*"For my children, the big takeaways from Pike weren't necessarily academic. They were emotional and personal. Our kids are entering a hypercompetitive world, so they need to engage in challenges. Critical thinking can't get lost."*

*"I think it's essential that students are learning about different niches and understand that there are lots of paths. I also want them to know how to look at what's possible."*

*"The amount of information is overwhelming. Learning how to work with it all will be essential."*

*"As hard as it is, we have to let our children experience and live with failure."*

*"Empathy is critical, the ability to really understand others' experiences and realities. I want my child most to be a good citizen who gives back."*

*"Because the bots will do so much, the humans will need to be really good at the human things, at the emotional things: compassion, courage, motivation, etc. That's what will lead to innovation."*

HOW CAN PIKE BE AN  
ESSENTIAL PARTNER IN  
RESPONDING TO THE  
EMERGING DEMANDS OF  
LEARNING?

*"Pike needs to continue its commitment to teaching communication, engaging parents in the educational process, and their focus on really getting to know the kids. Those fundamentals are what help anybody meet any demand."*

*"Pike can help by really cultivating their understanding about how the learning brain works."*

*"In the past century, we measured outputs, and that's okay if what you want to measure is standardized. But how do you measure things like creativity? Can you measure a behavior? I'd love Pike to explore how to do that – individually and collectively."*

*"Getting to metacognition through immersive experiences and role-playing. Art, creativity, and play is the front end of innovation."*

*"Experiential play and exploration is really important. And parents need explanations around why Pike is focusing on that, because we grew up in a completely different kind of setting."*

*"I want Pike to instill a sense of self so our children don't get lost – mindfulness, things like that. I want children who are able to resist certain changes in the world that are detrimental".*

*"I like the idea of a core education, at least part of the education that's rooted in traditional human and American values - things that can give kids an identity that's based in where each one has come from and where we are."*

*"Help our students find mentors! Kids are hesitant to talk to people who have already been where they want to go. Pike should develop this as a skill."*

*"Pike can be instrumental in developing global connections and connecting children with specialists across the globe. The technology exists and the pandemic showed us how easy it can be. And it goes both ways, our students can learn and provide knowledge to others."*



*But how do you measure things like creativity? Can you measure a behavior? I'd love Pike to explore how to do that – individually and collectively.*





# THE FUTURE OF THE FUTURE OF LEARNING

## WHAT'S NEXT?

We will take the learnings from this series into our emerging work on strategic planning. The insights shared, the questions asked, and the knowledge gained will inform our work.

Additionally, we will learn from this event how Pike can better serve as a resource and locus for continuous learning in our adult population.

Finally, the conversation continues, in many ways. We will maintain a Future of Learning hub on our website, and we will continue to curate the information found there. We will also be exploring how we can build on this initial offering to engage more people more deeply.

Thank you for interest in this special project. We look forward to exploring, together, what's next.

“ *This was so informative and timely. I would greatly welcome more events like this that help us as parents and families prepare for a quickly-changing future.* ”

## RESOURCES

An extensive collection of articles, websites, podcasts, and other materials on the topic of The Future of Learning can be found on our website.

[pikeschool.org/giving/future of learning](https://pikeschool.org/giving/future-of-learning)

We share our appreciation for the organizations and individuals who have created and shared these resources:

- Global Online Academy
- La Jolla Country Day School
- McKinsey & Company
- Michael B. Horn
- National Association of Independent Schools (NAIS)
- The Organization for Economic Co-operation and Development (OECD)
- The World Economic Forum

The Future of Learning series is a special project of the Office of Advancement at The Pike School.