

<http://www.youtube.com/watch?v=XTRKHR-6i3k>

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## Introduction

**A Whole Child Approach: Each Individual and All Tenets**

Sean Slade, Director, Whole Child Programs, ASCD, Washington DC  
[www.wholechildeducation.org](http://www.wholechildeducation.org)  
[www.ascd.org](http://www.ascd.org)

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ASCD (Association for Supervision & Curriculum Development)  
**Educational Leadership**  
 Pasi Sahlberg, Yong Zhao, Andy Hargreaves, Thomas Armstrong,  
 Robert Marzano, Judy Willis, Eric Jensen, Wendy Ostroff  
 Conferences ...2012 Philadelphia, 2013 Chicago, LA 2014  
**Professional Development**  
 Policy and Advocacy  
 Affiliates & Connected Communities (states and provinces)  
**Alliances (UNESCO, OECD, UNICEF)**  
 Or...

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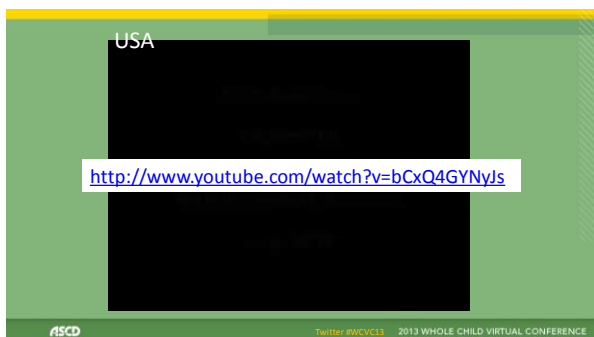
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Australia

<http://www.youtube.com/watch?v=BAJEYhoXCo>

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UK

**INDEPENDENT** discount on Dell PCs and tablets

NEWS VOICES SPORT TECH LIFE PROPERTY ARTS & ENTS TRAVEL MONEY INDUSTRY

UK -> World -> Business -> People -> Science | Environment -> Media -> Technology | Education -> Obituaries | Daily

News -> Education -> News

### 100 academics savage Education Secretary Michael Gove for 'conveyor-belt curriculum' for schools

Leading figures from universities warn new curriculum promotes 'rote learning without understanding' and demands 'too much too young'

RICHARD GARNER, EDUCATION EDITOR | TUESDAY 19 MARCH 2013

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UK

**The INDEPENDENT**

Mr Gove has clearly misunderstood England's decline in Pisa international tests. Schools in high-achieving Finland, Massachusetts and Alberta emphasise cognitive development, critical understanding and creativity, not rote learning.

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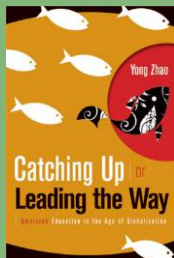
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This book is about education in America but it began as a book about education in China. My original intention was to write about the mammoth challenges China faces in education to curb America's surging enthusiasm for China's education practices that seem to be an object of admiration, a model of excellence, or a source of competitive students who will threaten America's future. I was going to write about China's efforts to decentralize curriculum and textbooks, diversify assessment and testing, and encourage local autonomy and innovations in order to cultivate creativity and well-rounded talents. I was also going to write about China's repeated failures and unwavering desire to undo the damages of testing and standardization.



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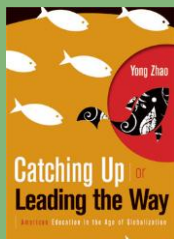
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But while I was going through the reform policies, scholarly writings, and online discussion forums and blogs about education in China, I realized that what China wants is what America is eager to throw away—an education that respects individual talents, supports divergent thinking, tolerates deviation, and encourages creativity, a system in which the government does not dictate what students learn or how teachers teach; and culture that does not rank or judge the success of a school, a teacher, or a child based on only test scores in a few subjects determined by the government.



<http://www.ascd.org/publications/books/109076.aspx>

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Singapore

[http://www.youtube.com/watch?v=PBS7L\\_I16R8](http://www.youtube.com/watch?v=PBS7L_I16R8)

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Finland

<http://www.youtube.com/watch?v=r1YHWpRR4yc>

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WHAT WORKS TAKE ACTION BLOG PODCAST ABOUT

**Creativity, Collaboration, Critical Thinking, and Problem Solving**

We can have the best standards in the world, but it will make not one jot of difference if teachers and leaders have neither the capacity nor commitment to address or deliver them. How can we respond to the diverse needs of local communities if more and more of our attention is geared toward what is central and what is core? How can we embrace true innovation in children's learning if the system is endlessly focused on making marginal improvements on what already exists? Children need literacy and math, but emotionally and intellectually, they need so much else as well. The old ways of change are being abandoned by our peers and our competitors. There is a new way, a fourth way of change, that can inspire our teachers, engage our communities, and lift up all of our children through a more holistic approach.

We can stay the course, or we can seize the day. Which path will we take?

<http://www.wholechildeducation.org/blog/where-are-we-going-and-why>

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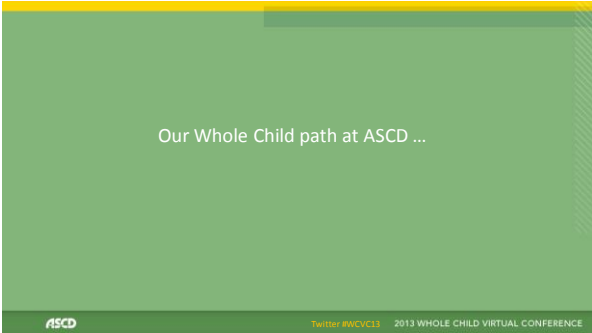
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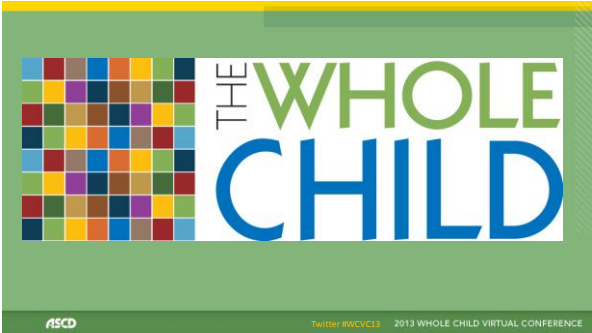
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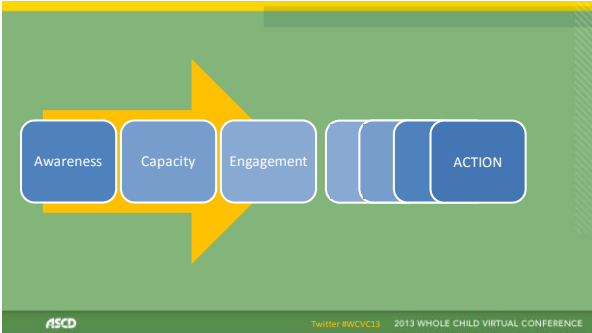
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[Implementation](#)  
[Alliances](#)  
[Affiliates](#)  
[Advocacy](#)  
[Policy](#)

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