



satisfying narrative, and to combine seemingly unrelated ideas into something new. **High touch** involves the ability to empathise with others, to understand subtleties of human interaction, to find joy in one's self and to elicit it in others, and to stretch beyond the common place in pursuit of purpose and meaning"

Schools need to apply this wisdom to address their operational shifts.

1. Make use of the established goals as presented in the national curriculum statement and make sure that it is **transferred to real life applications**.
2. Address the **neglected areas** in our curriculum.
3. **Drive creativity, decision making and problem solving** through all learning areas.
4. **Convert classrooms into virtual learning spaces**.
5. Make sure that all educators are **IT literate**, have a mini-notebook and, deliver virtual learning regularly.

Three major mind shifts will need to be made.

#### **Mind Shift 1#**

Move **FROM** knowing right answers **TO** knowing how to behave when answers are not readily apparent.

*"The habits of a vigorous mind are formed in contending with difficulties",* Abigail Adams. Old schools tend to teach, assess, and reward convergent thinking and the acquisition of content with a limited range of acceptable answers. Life in the real world demands multiple ways to do something well.

#### **Mind Shift 2#**

Move **FROM** transmitting meaning **TO** constructing meaning.

**Meaning making** is not a spectator sport.

Knowledge is a constructive process rather than a finding. It is not the content that is stored in memory, but the activity of constructing it that gets stored. In our redesign of our curriculum, a great deal of emphasis will be placed on making meaning.

#### **Mind Shift 3#**

Move **FROM** external assessment **TO** self-assessment.

How many tests do we need to take in our life after school. It is ridiculous to spend so much time to measure

how much content has been retained. All it does is provide Estate Agents with a guide for fixing home prices near schools with good test scores. It does nothing for the students and nothing to make them competent adults who will impact society.

Assessment should be a mechanism for providing ongoing feedback to our students and to the organisation as a necessary part of the spiralling processes of continuous renewal: self-managing, self-monitoring, and self-modifying.

**Mind shifts** do not come easily. They demand that we have to let go of old habits, old beliefs and old traditions. To make a mind shift means a disruption. If there is no disruption then we are only tweaking things. **Curriculum 21** demands a disruption and high performing South African Schools must be ready to make the changes and shift minds in order to give our students the best chance of success in the 21st century.

School leaders must model the four domains of neuro-leadership in order to prepare their students to cope in the world of work in 2030. This country needs school leaders, not bureaucrats, educators not ventriloquist puppets, thinkers not regurgitators, creators not copies.

**Are you ready to take your school into the 21st Century?**

**Schools were not designed for children. Rather they reflected the factory model of organisation resulting from the ascension of industry and economic expansion between 1827 and 1921, which ultimately was applied to education and business. Business changed—Education never!**