



2012 Brock International
Prize in Education Nominee

Sir Ken Robinson

Nominated by J. Glen Henry

Sir Ken Robinson

Internationally recognized leader in the development of human potential. He has worked with governments in Europe and Asia, international agencies, Fortune 500 companies, national and state education systems, and some of the world's leading nonprofit and cultural organizations.

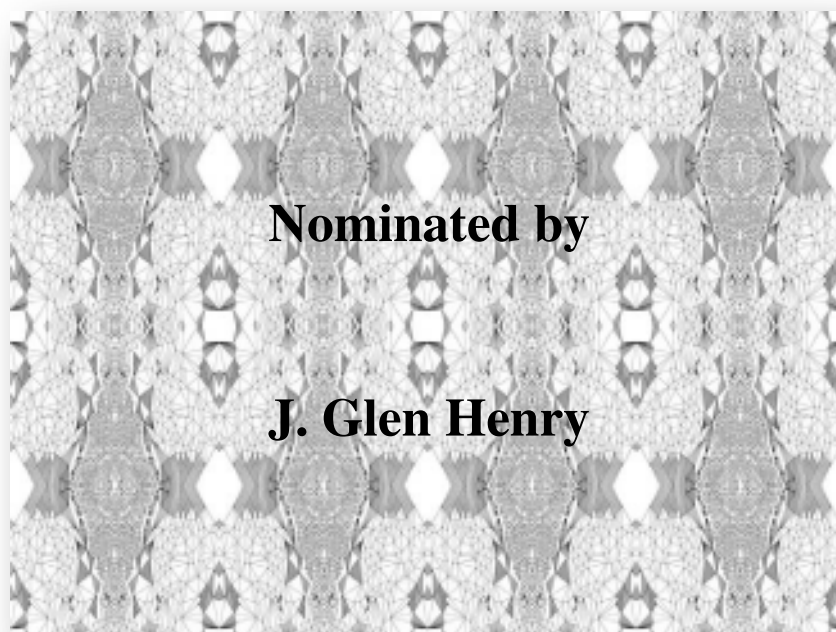


TABLE OF CONTENTS

	<u>Page</u>
Sir Ken Robinson	1
Table of Contents	2
Nomination of Sir Ken Robinson	3
National Advisory Committee on Creative and Cultural Education	4-5
Biography	6-7
Transform Schooling/Education	8-10
Transform Education? Yes, We Must	10-12
The Importance of Creativity	12
The Power of Creativity	13
Sir Ken Robinson to Cannes	13-14
Sir Ken Robinson on the Principles of Creative Leadership	14-17
OUT of OUR MINDS BY Sir Ken Robinson	17-19
Bring on the Learning Revolution (TED)	20
Changing Education Paradigms (RSA Animate)	20
Sir Ken Robinson speaks at the University of Central Oklahoma	21
State of the Arts: The Bryant Arts Center at Denison University	21
Vancouver Peace Summit	22
Lego Prize	22
The Richmond Forum	23
External Links	23
Letters of Recommendation	24-26

August 1, 2011

Brock International Prize in Education
University of Oklahoma
1610 Asp Avenue
Norman, Oklahoma 73072

Re: The Nomination of Sir Ken Robinson for the 2012 Brock Award

To Whom It May Concern:

I would like to thank the Brock Foundation for the opportunity to participate in the 2012 Brock International Prize in Education. It is indeed a pleasure to nominate Sir Ken Robinson PhD. for this exceptional prize in education. I have followed Sir Ken Robinson's career for many years, deriving much pleasure from his thought provoking ideas and subtle use of humour. But, during a two day retreat at the Creative States Conversation June 3 & 4, 2009 in Oklahoma City, I began to realize the depth of his conversation, and the international implications that this conversation would have on the transformational ways we think about education. It is frequently said that change is not easy, to shift ones thinking from reform to transform is like moving from a two dimensional perspective to a three dimensional one. Sir Ken describes this as multidimensional thinking, and the message to policy-makers everywhere is clear. If we do not embrace a sense of urgency regarding how we develop the creative confidence and capacities within each of us, all our futures are at risk. Students must learn that problem solving is more than finding the right answer. They must learn how to ask the right questions, and even create innovative strategies and increase their intellectual/emotional resiliency when they ask the wrong questions.

Sincerely,



Glen Henry, Arts in Education Director
Oklahoma State Department of Education

National Advisory Committee on Creative and Cultural Education

In 1998 Professor Ken Robinson was asked to chair The National Advisory Committee on Creative and Cultural Education. The committee was asked to make recommendations to the Secretaries of State on the creative and cultural development of young people through formal and informal education: to take stock of current provision and to make proposals for principles, policies and practice. The subsequent report made recommendations on formal and informal education for young people up to age 16. The report was titled *All Our Futures: Creativity, Culture and Education*, and it made specific recommendations on the National Curriculum, and contained recommendations for a wider national strategy for creative and cultural education.

The report's key recommendations are that:

- creative and cultural education should be explicitly recognized and provided for in the curriculum, in pupil assessment and in school inspection;
- consideration should be given in future to removing the distinction between core and foundation subjects and reviewing the structure of Key Stages 3 and 4;
- teachers should be trained to use methods and materials which help develop young people's creative abilities and cultural understanding;
- partnerships should be formed between schools, arts organizations and the community to provide the creative education that young people need and deserve;
- innovative approaches to funding creative activity in schools should be explored.

Other suggestions in the report include:

- improving teachers' expertise in creativity through staff development plans;
- a national arts education award scheme to encourage schools and arts organizations to improve their arts education provision;
- pilot projects to promote creative thinking in primary and secondary schools and develop advice for schools;
- support for the setting up of creativity summer schools.

Since its publication this report has had a major influence in classrooms worldwide. In the introduction Sir Ken Robinson states as the purpose of the report the following:

Looking Forward

The issues we are dealing with in this report are essential to the overall quality and standards of education. They are also difficult in terms of definition, policy and practice. We have found our own debates as a group exciting and enlightening. We have had an opportunity which is all too rare to meet

across specialism's and to talk from a wide range of different backgrounds. We continually found that ideas and values that we thought particular to our own fields are common to us all. Too often, our own education had taught us otherwise. In what follows, we have tried to say as directly and clearly as we can what we are concerned with and what we are concerned about. We have tried to balance a discussion of definitions and principles with recommendations that are practical and feasible. We have not dealt in detail with all of the issues we raise: we have not done justice to every subtlety of argument on the way. Our task has been to balance depth with breadth, theory with practice and detail with brevity. In publishing this report we believe with even more strength than we did at the outset, that the tasks we identify are urgent and the arguments compelling; that the benefits of success are enormous and the costs of inaction profound.

In his introduction to *Excellence in Schools* (DfEE 1997), the Secretary of State for Education and Employment relates the Government's aims for education to five priorities:

- the need to overcome economic and social disadvantages;
- the creation of greater fairness within the education system;
- the encouragement of aspiration;
- economic competitiveness;
- unlocking the potential of each individual.

We believe that these are the right priorities for education; and that they are all related. Our aims are to show how these priorities can be realized through a systematic approach to creative and cultural education; to promote higher standards in creative and cultural education in all disciplines; to promote

parity of provision between the arts, humanities, sciences and other major areas of education; and to stimulate a broad base of partnerships between schools and outside agencies. We see all of these as essential to realizing the potential of young people; and to promoting the quality of national life and of individual achievement that are the ultimate purposes of education.

The foundations of the present education system were laid at the end of the nineteenth century. They were designed to meet the needs of a world that was being transformed by industrialization. We are publishing this report at the dawn of a new century. The challenges we face now are of the same magnitude, but they are of a different character. The task is not to do better now what we set out to do then: it is to rethink the purposes, methods and scale of education in our new circumstances. This report argues that no education system can be world-class without valuing and integrating creativity in teaching and learning, in the curriculum, in management and leadership and without linking this to promoting knowledge and understanding of cultural change and diversity. The arguments and proposals that follow are to help set a course for the next century while addressing the urgent demands of the present.

Professor Ken Robinson; Chairman

Sir Ken Robinson (born 4 March 1950) is an author, speaker, and international advisor on education in the arts to government, non-profits, education, and arts bodies. He was Director of The Arts in Schools Project (1985–89), Professor of Arts Education at the University of Warwick (1989–2001), and was knighted in 2003 for services to education.

Born in Liverpool to James and Ethel Robinson, Robinson is one of seven children from a working-class background. After an industrial accident, his father became quadriplegic. Robinson contracted polio at age four. He attended Liverpool Collegiate School (1961–1963), Wade Deacon Grammar School, Cheshire (1963–1968). He then studied English and drama (B.Ed.) at University of Leeds (1968–1972) and completed a PhD in 1981 at the University of London, researching drama and theatre in education.

From 1985-89, Robinson was Director of The Arts in Schools Project, an initiative to develop the arts education throughout England and Wales. The project worked with over 2,000 teachers, artists, and administrators in a network of over 300 initiatives and influenced the formulation of the National Curriculum in England. During this period, Robinson chaired Artsworld, the UK's national youth arts development agency, and worked as an advisor to the Hong Kong Academy for Performing Arts.

He was Professor of Arts Education at the University of Warwick (1989–2001), serving four years as Chair of the Department of Arts Education, and as Chair of Research Development within the Faculty of Education. He has also held the posts of Director of Undergraduate Studies in the Warwick Institute for Education, Program Director of the MA in Arts Education and Cultural Studies, and Director of the Unit for Research in Education, Culture, and the Arts (URECA). Robinson is now Professor Emeritus at University of Warwick. In 1998, he led a UK commission on creativity, education, and the economy and his report, *All Our Futures: Creativity, Culture, and Education*. *The Times* said of it: "This report raises some of the most important issues facing business in the 21st century. It should have every CEO and human resources director thumping the table and demanding action." Sir Ken also helped create a strategy for creative and economic development as part of the Peace Process in Northern Ireland, publishing *Unlocking Creativity*; a plan implemented across the region.

In June 2003, Robinson was knighted for his achievements in creativity, education, and the arts. A popular speaker at TED conferences, Robinson has given two presentations on the role of creativity in education, viewed by millions. In 2005, Robinson was named as one of *Principal Voices* (A *Time Magazine*, *Fortune*, CNN joint initiative). In 2010, the Royal Society for the encouragement of Arts, Manufactures & Commerce (RSA) animated one of Robinson's speeches about changing "education paradigms." The video was viewed over five million times, nearly half a million times in its first week on YouTube. Sir Ken Robinson now lives in Los Angeles with his wife Marie-Therese and children James and Kate.

Works

- 1977 *Learning Through Drama: Report of The Schools Council Drama Teaching Project* with Lynn McGregor and Maggie Tate. UCL. Heinemann. ISBN 0435185659
- 1980 *Exploring Theatre and Education* Heinmann ISBN 0435187813
- 1982 *The Arts in Schools: Principles, Practice, and Provision*, Calouste Gulbenkian Foundation. ISBN 0903319233
- 1984 *The Arts and Higher Education*. (editor with Christopher Ball). Gulbenkian and the Leverhulme Trust ISBN 0900868899
- 1986 *The Arts in Further Education*. British Department of Education and Science.
- 1998 *Facing the Future: The Arts and Education in Hong Kong*, Hong Kong Arts Development Council ASIN B002MXG93U
- 1998 *All Our Futures: Creativity, Culture, and Education (The Robinson Report)*
- 2001 *Out of Our Minds: Learning to Be Creative*. Capstone. ISBN 1907312471
- 2009 *The Element: How Finding Your Passion Changes Everything* (with Lour Aronica). Viking. ISBN 067002047

Awards

- 2009 Honorary Degree of Doctor from the Rhode Island School of Design (RISD)
- 2008 Governor's Award for the Arts in Pennsylvania
- 2008 Gheens Foundation Creativity and Entrepreneurship Award
- 2008 George Peabody Medal
- 2008 Royal Society for the Arts Benjamin Franklin Medal
- 2008 Honorary Degree of Doctor from the University of Central England
- 2004 Companionship of Liverpool Institute for Performing Arts
- 2003 Knighted for his achievements in creativity, education, and the arts

TRANSFORMING SCHOOLING

Piecemeal change is not enough. The real need is still for a sustained, systemic shift to entirely new styles of education, says *Ken Robinson*

Most people now accept that there is a major crisis in the world's natural climate and that it's got something to do with how human beings have been behaving for the past 300 years. In the interests of industrialism, we've looted a selection of the earth's resources and imperiled all of them. One climate crisis is probably enough for you. But I believe there is another one whose origins are the same and whose consequences are equally perilous. This is a crisis of human resources. The evidence is growing that we are systematically wasting the talents and the sensibilities of countless people, young and old and that the social and economic costs are immense. Education is at the heart of the problem. Why is this and what are the implications? Governments everywhere are busily trying to reform education systems. This is good but it is not enough. The real challenge is to transform them. There are many attempts all around the world to do just this. Some of these are coordinated by networks of educators, like the International Network for Educational Transformation; others, as in the UK, by government agencies like the Innovation Unit, by private philanthropy like the Paul Hamlyn and Gulbenkian Foundations, by independent think tanks such as the Royal Society of Arts (RSA), and by specific programs like Headteachers into Industry.

Transforming education means questioning some of the basic features of education that are often taken for granted. One of them is the distinction between academic and practical education. Current systems of mass education are an awkward hybrid of 18th-century cultural aspirations and 19th-century economics. They emerged in the 19th century to meet the demands of the new industrial economies. Those demands had a profound effect on the organization of mass education. But the culture of education was molded by the intellectual preoccupations of the Enlightenment. These two forces, the one economic, the other a view of the mind, have often been at odds with each other. Over time, the tensions between them have buckled and distorted the systems they created. Organizationally, education systems were not only developed in the interests of industrialism but in its image. For example, they are frontloading. They focus on young people, purportedly to prepare them for something that happens to them later. They are based on standardized curricula and systems of assessment that promote conformity not diversity. They are linear, with students grouped by age, progressing through the system in batches. It seems the most important thing they have in common is their date of manufacture. They are also driven by assumptions of economic utility. This is one of the

reasons for the hierarchy of subjects in schools: maths, languages and sciences at the top, the humanities and the arts near the bottom. Teaching beyond primary schools is based on the division of labor among separate specialists. To this extent schools function something like assembly plants. I could go on. The organization of mass education may be modeled on industrialism, but its intellectual culture owes more to the Enlightenment.

Ironically, although public education emerged to meet practical, economic needs, it is rooted in a view of the mind that venerates theoretical knowledge over its practical application. The hierarchy of subjects is based in part on assumptions about economic utility. Students are often steered away from arts courses, for example, on the basis that they won't get a job as a musician, artist, writer or dancer. But there is another force at work. On the whole, students are not discouraged from doing mathematics on the basis that they won't find work as mathematicians. This is because our education systems are dominated by particular ideas of academic intelligence. Students are divided into sheep and goats on that basis. The other abilities of many students are stifled or squandered. This is why some of the smartest people in the country passed through the whole of their education thinking they weren't. At the heart of the system is an intellectual caste system, which is educationally bankrupt, economically inadequate and culturally corrosive. Transforming education means thinking in radically different ways about human capabilities and acting differently to cultivate them. This was the essential message almost 10 years ago of *All Our Futures: Creativity, Culture and Education*, the report I chaired for the UK government. Although at the time the government's embrace of the report was less than rapturous, the principles it promoted have been surfacing in bits and pieces in national educational initiatives ever since. But piecemeal change isn't enough. The real need is still for a sustained, systemic shift to entirely new styles of education.

There are three main processes in education: the curriculum, which is what students are meant to learn; pedagogy, which is how learning is facilitated; and assessment, which is how judgments are made about progress and achievement. Transforming education involves all of these. At the heart of this movement there has to be a sharper understanding of what really motivates people to learn at all and of the multiple talents through which human beings thrive and communities prosper. It means a shift from conformity to diversity, from standardization to personalization and from a hierarchy of subjects to a genuine ecology of talent. A few weeks ago, I was privileged to be given the Benjamin Franklin medal by the RSA. The RSA was founded in 1754, at the height of the Enlightenment and in the early days of

industrialism. Franklin was one of its early members. An inventor, entrepreneur and political visionary, he was always the first to question what other people took for granted. The systems of education that emerged from that period may have been right for their times. They are wrong for ours. Reinventing education for the 21st century means challenging assumptions that too many people take for granted now. If he were living in our times, I've no doubt that Franklin and his kind would be leading the charge for change.

Sir Ken Robinson is an internationally recognized leader in the development of creativity, innovation and human resources. He has worked with governments, international agencies, Fortune 500 companies, not-for-profit corporations and some of the world's leading cultural organizations.



[Sir Ken Robinson](#)

Posted January 11, 2009 | 11:37 PM (EST)

Transform Education? Yes, We Must

As the new members of 111th Congress wander through the building looking for their desks and lockers, it may feel for some of them like the first day at school. They should hold on to that feeling. One of the biggest challenges they face is sorting out American education. Given the recession, the dire situation in the Middle East and the general state of the planet, education is probably not at the top of their to-do list. It must be soon. Transforming education has to be at the root of everything the new administration hopes to achieve, and nothing it does in the short term will be sustainable otherwise.

President-elect Obama swayed the nation on a promise of change and the renewal of the American Dream. I'm sure he knows that the dream itself has to change. The future for the American Dream is not the materialist coma that Edward Albee parodied in the 1960s, for which we're now receiving the check. It has to be the wide awake dream of people like Martin Luther King -- a passionate vision of social equality and personal possibility, of economic responsibility and cultural respect. Realizing this dream means thinking in radically different ways about ourselves and our children, about our relationships with the earth itself and about the billions of other people who are clinging to it with us.

All of this is the work of education. Not the sort of education we have now. The present system was designed for 19th century industrialism and it's overheating in a dangerous way. Reforming education

isn't enough. The real task is transformation. America urgently needs systems of education that live and breathe in the 21st century. This is a large task and it can't be put off.

My family and I moved to America almost eight years ago. Before we moved I remember being told that Americans don't get irony. I never believed that, but I had the proof it wasn't true when I came across the education bill, No Child Left Behind. Whoever thought of that title clearly gets irony. The fact is this legislation is actually leaving millions of children behind. I can see that's not a very attractive name for an education bill -- "Millions of Children Left Behind" -- but it's closer to the truth and less ironic.

President-elect Obama has said that NCLB was well intentioned, and it was. He's said too that one of the major problems in implementing it has been the lack of federal funding, and it has. But he knows too that the problems with NCLB are much deeper than money. The whole premise of the act is deeply flawed. It's based on the fatal idea that to face the future schools just have to do better what they did in the past: they simply have to get back to basics and raise standards. Schools, and policy makers, should get back to basics. They should aim to raise standards too. Why would you lower them? But what are the basics now, and which standards should apply?

I said that the premise of the act is flawed. Actually there are three flawed premises. First, NCLB promotes a catastrophically narrow idea of intelligence and ability. The result is a terrible waste of talent and motivation in countless students. Second, it confuses standards with standardizing. The result is that schools across the country are becoming dreary and homogenized. And third, it assumes that education can be improved without the professional creativity and personal passion of teachers. The result is that too many good teachers are streaming out of the very schools that urgently need them to stay. All of this is holding America back in a world that's moving faster than ever.

To face the future, America needs to celebrate and develop the diverse talents of all of its people -- young and old alike. It needs to cultivate creativity and innovation, systematically and with confidence, in business, in culture and in rebuilding its post industrial communities. It needs to provide leadership at home and abroad in promoting deeper forms of cultural understanding and cooperation. These are the real basics. Basic to all of them is a different view of human talent and ability, and of the real conditions in which people flourish.

I'm always struck by how many adults have no idea what their real talents are, or whether they have any at all. Many people just do what they do with no particular passion or commitment to it. I know others who genuinely love what they do; who would probably do it for free if they had to, and can't

imagine doing anything else. Understanding what makes the difference is essential for transforming education, business, and communities to meet the real challenges of the twenty-first century.

I've lost track of the numbers of brilliant people I've met, in all fields, who didn't do well at school. Some did of course, but others only really succeeded, and found their real talents in the process, once they'd recovered from their education. This is largely because the current systems of public education were never designed to develop everyone's talents. They were intended to promote certain types of ability in the interests of the industrial economies they served.

Economically and culturally, the future of America and of the rest of world lies now in a different direction. It will depend on the vitality, diversity and creativity of all its people. The good news is that there are many strong, practical and highly effective new forms of education that point the way. In future blogs, I'll say what some of the best of these are and the basic principles on which they're based. The wholesale transformation of education is at the heart of the changes that are needed. It's not something that Congress, or the state governments, can get round to later on. If they put this off for too long, they may find that that they and the whole country are left behind. That would be too ironic.

The Importance of Creativity

“Creativity is important and we need to honor this. Imagination is what sets us apart from other animals on earth. We have the ability to bring to mind things that aren't present. And we are all born creative and imaginative. This is both good and bad – it can create problems. Education should be the solution – using creativity to solve the problems that our own creativity causes. In the end, the educational revolution and creativity are just tools. We need to use them appropriately.

In 2004, seven inches of rain fell in Death Valley. Next spring the valley was carpeted with flowers. The valley wasn't really dead, it was just dormant. Seeds existed just below the surface waiting for the proper conditions.

If people are provided the proper conditions, they can grow. Technology can help us do that. Personal and individualized education and creative thinking can be supported through the use of the proper tools. There is immense talent locked up in our education systems, we have to find ways to free them up.”

—Sir Ken Robinson, *the Element*



The Power of Creativity:

“Imagination is not the same as creativity. Creativity takes the process of imagination to another level. My definition of creativity is “the process of having original ideas that have value.” Imagination can be entirely internal. You could be imaginative all day long without anyone noticing. But you never say that someone was creative if that person never did anything. To be creative you actually have to do something. It involves putting your imagination to work to make something new, to come up with new solutions to problems, even to think of new problems or questions.

You can think of creativity as applied imagination.” —**Sir Ken Robinson, the Element**

I really like Sir Ken’s definition of creativity, and the distinction he makes here between creativity and imagination. To meet his definition of creativity you must apply your thinking to something, to either doing something or making something. Like Sir Ken, I also believe in the power of one’s imagination. It is a crucial part of the creative process. The beauty of imagination is that it allows us to generate new ideas, think divergently, conceive of things that do not yet exist, and power creativity.



“Ogilvy & Inspire” Series Brings Sir Ken Robinson to Cannes

CANNES, FRANCE, June 20, 2011 – Ogilvy & Mather is to host the first of what will become an annual series of lectures on inspiration, at this year’s Cannes Festival of Creativity, with best-selling author, education reformer and evangelist of “Pervasive Creativity,” Sir Ken Robinson, set to share his thoughts on the subject of creativity for the first time at the Cannes Lions Festival.

Sir Ken Robinson is renowned as one of the world’s fiercest defenders of creative talent. The seminar will offer attendees the chance to hear him speak of the ways in which creativity is an eternal and ever-present human force, and explain how to find it in ourselves, foster it in others and deploy it more effectively in service to the world.

Tham Khai Meng, Worldwide Chief Creative Officer of Ogilvy & Mather, said, “The idea behind these seminars is to continue the legacy of inspiration fostered by David Ogilvy. In terms of inspirational contemporary figures, there are few more exciting, and fewer still with more invigorating and disarming wit about creativity than Ken. We’re delighted and honored to have him as our guest at our first Ogilvy & Inspire seminar.”

Robinson's 2011 book, *Out of Our Minds: Learning to be Creative*, was described by the magazine *Director* as, "a truly mind-opening analysis of why we don't get the best out of people at a time of punishing change." His acclaimed recent book, *The Element: How Finding Your Passion Changes Everything*, looks at the experience of personal talent meeting personal passion. "*The Element* is another reminder of why Sir Ken Robinson is one of America's finest imports. With a crackling wit and a deep humanity, he urges us to ignore the naysayers, bypass the crowd, and find the place where our talents and desires intersect. This is a truly inspiring book." – Daniel H. Pink, author of *A Whole New Mind*.

The first Ogilvy & Inspire lecture coincides with the centennial of David Ogilvy's birth, and will form part of a range of activities by the agency around this year's Cannes Lions Festival to celebrate the occasion. Going forward, the annual lecture series of narratives will explore such questions as: What is inspiration? Where does it come from? What can we do to engender it?

Sir Ken Robinson added: "Imagination and creativity are the unique hallmarks of human intelligence. As the world spins faster and faster, it's vital that we understand these powers more fully and invest in them more deeply. I congratulate Ogilvy & Mather on initiating this important series of seminars in the name of David Ogilvy and I feel very privileged to pitch the opening ball."

For more information, contact: Sarah Owen at Pumpkin:

T: 020 7287 2007 E: sarah@pumpkin.uk.com

Date: June 10, 2011

CANNES LIONS 2011

Ken Robinson On The Principles Of Creative Leadership

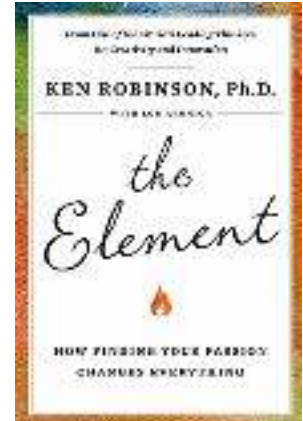
BY [Rae Ann Fera](#) Tue Jul 5, 2011



"Creativity is not some exotic, optional extra," says the author of *Out of Minds: Learning to be Creative*. "It's a strategic issue."

Sir Ken Robinson is among the world's elite thinkers when it comes to creativity and innovation. The author of [*Out of Minds: Learning to be Creative*](#), a [10th anniversary edition](#) of which was published in March, and [*The Element: How Finding Your Passion Changes Everything*](#), Robinson has dedicated much of his professional life to helping governments, educational systems and businesses understand that creativity is not a fanciful luxury.

"Creativity is not some exotic, optional extra. It's a strategic issue," said Robinson while in Cannes where he was invited to speak about the necessity for creativity in innovation. "So what people are faced with is having to think very different about how to run organizations."



Here Robinson talks about making creativity a priority, his disdain for the term creative industries, leadership from the middle, and why in times of economic crisis creativity is an urgent imperative.

I've always believed that we all have these immense natural talents--we don't all know what they are and we have to discover them. Very often organizations are inflexible because there is too little communication between functions; they are too segregated. A lot of people in organizations are disengaged--there's a lot of research to show that. They turn part of themselves off when they get to work.

There was a report published in the fall by IBM called Capitalizing on Complexity. It was based on a survey of 3,000 CEOs of for-profit companies, non-profits, social entrepreneurship and public sectors from around the world asking what's on their minds. What was interesting about it was that this year the CEOs said they had three overall priorities. The first priority was running organizations that can respond to complexity because the world is getting more complex every day. Second was how to run organizations that are adaptable and resilient to these changes. But the top priority was how to promote creativity in organizations. The answer to these three priorities of complexity is to think differently about people and to reposition the role of leadership.

John Chambers, chairman and CEO at Cisco, describes how he's gone from leading from the front to leading from the middle of the organization in my book *Out of Our Minds*. Cisco has a much more distributed and active management and leadership so that it can be more responsive; it's more cellular.

People in different tiers of the organization are given much more discretion and freedom to take initiatives. There's much more collaboration and communication between them. Rather than the typical

form of management--command and control--people at Cisco are coming to him with proposals and getting a proper hearing rather than it all coming from the top down. If you want innovation and creativity, you have to tap into people's senses and their perceptions and ideas and energies and passions.

The role of a creative leader is not to have all the ideas; it's to create a culture where everyone can have ideas and feel that they're valued. So it's much more about creating climates. I think it's a big shift for a lot of people.

I've never been very comfortable with the expression creative industries. It came about around 15 years ago and it had a purpose at the time--it was to draw attention to these other sorts of businesses whose stock and trade were ideas. The trouble with the idea of the creative industries is that it, of course, suggests that there are non-creative industries as a consequence. Well, I'm trying to think of what they would be. If you're running an engineering or finance company, all companies depend on ideas and ingenuity. I think the principles of creative leadership apply everywhere, whether it's an advertising company or whether you're running a hospital.

Someone asked me recently what single piece of advice would you give people who wanted to become more creative. I said it would be to have confidence that you can be because often people lack confidence because they can't do something and therefore assume that they're incapable of it. There's a very big difference between not having learned to do something and being incapable. There's a point where most people can't drive cars, but they don't think that they're incapable of it. I can't play the piano but I'm not incapable of it; I just haven't done it.

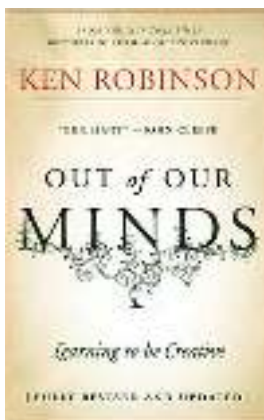
Creativity is the process of having original ideas that have value. It is a process; it's not random. Part of what I get people to think about is, we all occasionally have a good idea, but if you're running a business or a school or university, you don't want to have the occasional good idea, you want to have them all the time, routinely, and have a system and way of doing it.

I think forces such as extreme financial pressure make being creative more urgent. Being creative in business terms isn't some sort of recreational pursuit, of just keeping the troops happy. It's about being creative to a purpose. The purpose in a company is to improve the company's impact and performance. Therefore any creative strategy is about either improving products and services or coming up with new possibilities or opportunities. If you're running a software company what you're trying to do is create

an atmosphere where people are developing the ideas that will become the leading edge of the company's development.

I remember when I was running the national commission on creativity, education and the economy in the U.K., the Secretary of State there said, "We're very committed to creativity in education but we've got to get literacy and numeracy right first." And I said, this is just a basic misunderstanding. It's like saying we're going to bake a cake and if it works out, then we'll put the eggs in. That's not how it works. If you want people to be literate, you have to get them passionate about reading and that's a creative job. To think of it as an afterthought or in conflict of the core purposes, is a misconception of what creativity is. Creative leaders get that. And if they don't they will.

“OUT of OUR MINDS, by SIR KEN ROBINSON



From the Inside Flap

There is a paradox. As children, most of us think we are highly creative; as adults many of us think we are not. What changes as children grow up? Organizations across the globe are competing in a world that is changing faster than ever. They say they need people who can think creatively, who are flexible and quick to adapt. Too often they say they can't find them. Why not? In this provocative and inspiring book, Ken Robinson addresses three vital questions:

- **Why is it essential to promote creativity?** Business leaders, politicians and educators emphasize the vital importance of promoting creativity and innovation. Why does this matter so much?
- **What is the problem?** Why do so many people think they're not creative? Young children are buzzing with ideas. What happens as we grow up and go through school to make us think we are not creative?
- **What can be done about it?** What is creativity? What can companies, schools and organizations do to develop creativity and innovation in a deliberate and systematic way?

In this extensively revised and updated version of his bestselling classic, *Out of Our Minds*, Ken Robinson offers a groundbreaking approach to understanding creativity in education and in business. He argues that people and organizations everywhere are dealing with problems that originate in

schools and universities and that many people leave education with no idea at all of their real creative abilities. *Out of Our Minds* is a passionate and powerful call for radically different approaches to leadership, teaching and professional development to help us all to meet the extraordinary challenges of living and working in the 21st century.

From the Back Cover

"It is often said that education and training are the keys to the future. They are, but a key can be turned in two directions. Turn it one way and you lock resources away, even from those they belong to. Turn it the other way and you release resources and give people back to themselves. To realize our true creative potential—in our organizations, in our schools and in our communities—we need to think differently about ourselves and to act differently towards each other. We must learn to be creative."

—**Sir Ken Robinson**

PRAISE FOR OUT OF OUR MINDS

"Ken Robinson writes brilliantly about the different ways in which creativity is undervalued and ignored . . . especially in our educational systems."

—**John Cleese**

"Out of Our Minds explains why being creative in today's world is a vital necessity. This book is not to be missed."

—**Ken Blanchard**, co-author of *The One-minute Manager* and *The Secret*

"If ever there was a time when creativity was necessary for the survival and growth of any organization, it is now. This book, more than any other I know, provides important insights on how leaders can evoke and sustain those creative juices."

—**Warren Bennis**, Distinguished Professor of Business, University of Southern California; Thomas S. Murphy Distinguished Research Fellow, Harvard Business School; Best-selling Author, *Geeks and Geezers*

"All corporate leaders should read this book."

—**Richard Scase**, Author and Business Forecaster

"This really is a remarkable book. It does for human resources what Rachel Carson's *Silent Spring* did for the environment."

—**Wally Olins**, Founder, Wolff-Olins

"Books about creativity are not always creative. Ken Robinson's is a welcome exception"

—**Mihaly Csikszentmihalyi**, c.s. and d.j. Davidson Professor of Psychology, Claremont Graduate University; Director, Quality of Life Research Center; Best-selling Author, *Flow*

"The best analysis I've seen of the disjunction between the kinds of intelligence that we have traditionally honored in schools and the kinds of creativity that we need today in our organizations and our society."

—**Howard Gardner**, a. hobbs professor in cognition and education, Harvard Graduate School of Education, Best-selling Author, *Frames of Mind*

About the Author

SIR KEN ROBINSON PhD is an internationally recognized leader in the development of creativity, innovation and human resources. He speaks to audiences throughout the world on the creative challenges facing business and education in the new global economies.

Sir Ken is Professor Emeritus of Education at the University of Warwick in the UK and has worked with governments in Europe, Asia and the United States, with international agencies, Fortune 500 companies, and some of the world's leading cultural organizations. His renowned talks at the annual TED conference (2006 and 2010) continued to be viewed online by many millions of people around the world. In 2003, he received a knighthood from H.M. Queen Elizabeth II for his services to the arts. In 2005 he was named as one of Time/Fortune/CNN's Principal Voices. He has received numerous honorary degrees and awards for his international work in education, creativity and cultural development.

He is author of *New York Times* bestseller *The Element: How Finding Your Passion Changes Everything*, which has been translated into 20 languages.



Bring on the Learning Revolution

http://www.ted.com/speakers/sir_ken_robinson.html

In 2006 Sir Ken spoke at TED about developing children's natural powers of creativity and imagination. Returning to TED in 2010 The focus of his talk was on the need for a radical shift in education more generally. Reforming education is rightly seen as one of the biggest challenges of our times. Sir Ken's view is that reform is not enough: the real challenge is to transform education from a 19th century industrial model into a 21st century process based on different principles.

RSA Animate – Changing Education Paradigms

Sir Ken Robinson is one of the most prominent authors and researchers when referring to education, creativity, innovation and human resources. He is an author, speaker and international advisor on education in the arts to government, non-profits, education and arts bodies. Sir Ken was Director of The Arts in Schools Project (1985–89), Professor of Arts Education at the University of Warwick (1989–2001) and was knighted in 2003 for services to education. Originally from a working class Liverpool family, he now lives in Los Angeles with his family. Last year He was awarded the Benjamin Franklin Medal by the Royal Society of Arts in London. Accepting the Award He gave a talk on Changing Paradigms in Education. RSA Animate has produced a wonderful animated version of highlights of the talk. Sir Ken's talk with graphics by RSA Animate can be viewed at:

<http://www.nextgent.com/?tag=sir-ken-robinson>

or <http://thepeacefulplanet.org/2010/10/19/changing-education-paradigms-rsa-animate/>



Internationally-recognized creativity and innovation expert [Sir Ken Robinson](#), author of "Out of Our Minds: Learning to be Creative," discusses how Oklahoma is becoming the "State of Creativity" as it moves into its second century as a state.

Sir Ken Robinson speaks at the University of Central Oklahoma

[Brit Wit](#)

September 10th, 2007 by susan simpson

A knight in shining humor spoke today at the University of Central Oklahoma.

Sir Ken Robinson, a creativity expert knighted in 2003 by Queen Elizabeth, spoke about reforming education systems to encourage more innovation and imagination. It was a good speech, filled with lots of funny asides in his lyrical British accent.

About moving to the United States and enrolling his daughter in American History: "We don't study American History. We suppress it. Get over it really. We've apologized, what do you want? We stay indoors on July 4th, draw the shutters and look at pictures of the queen and think about what might have been."

About the technology revolution: "There are scientists studying ways to use our own bodies as broadband receivers. You could exchange files by holding hands, really, or whatever method you prefer. It all depends on the size of the file anyway."

Of course, those quotes didn't quite make it into the story I wrote for tomorrow's paper. All in all, he was an entertaining speaker that created quite a bit of laughter.

Susan Simpson, Education Writer

State of the Arts: The Bryant Arts Center at Denison University - Sir Ken Robinson Delivers Keynote Presentation, October 19, 2009

With his lecture "The Element – How Finding Your Passion Changes Everything," Sir Ken Robinson set the tone for a weekend of activities that celebrated the opening of the Bryant Arts Center. A leader in the development of creativity, innovation and human resources, Robinson challenged listeners in Herrick Hall to reawaken their imagination and put it to good use.

Jumping from education, to technology, to Las Vegas and back, Robinson inspired with his wit, charisma and thought provoking reflections. Prior to his address, Robinson met with studio art majors in the senior studio space of the Bryant Arts Center.





Mairhead Maguire, Eckhart Tolle, the Dalai Lama and Sir Ken Robinson in Vancouver, BC (Canada). Photo by Lorie Henry.

The Dalai Lama at the Vancouver Peace Summit

October 3, 2009

- “Everything, from trees and elements, everything has a right to exist, to grow.” —**His Holiness the Dalai Lama**
- On creativity: “To be creative you have to do something. You have to put yourself to work. We have to teach it” —**Sir Ken Robinson**
- On creativity: “There must be a vehicle ready for the creativity to flow into it.” —**Eckhart Tolle** (Author of *The Power of Now*)
- On creativity: “Creativity has to be sewn into every single part of the education process.” —**Chris Wink of Blue Man Group**

Sir Ken Robinson receiving the LEGO Prize

April 14, 2011



The LEGO Prize was founded in 1985 and has been awarded to individuals and institutions who have made an extraordinary contribution on behalf of children and young people. Recipients have included Astrid Lindgren, Paul Newman, John Feierabend, Mario Lodi, Dean Kamen and such institutions as Associação Santa Thérinha in Brazil, the SaekDong Organization in Korea, and Papalote

Museo del Niño in Mexico City. The LEGO Prize was most recently awarded in 2010 – to Nicholas Negroponte, for the One Laptop Per Child project.

Sir Ken Robinson & Rafe Esquith at The Richmond Forum

April 21, 2012

"Revolutionizing Education in America"

Creativity expert and renowned speaker, Sir Ken Robinson, champions a radical rethink of our school systems, to cultivate creativity and acknowledge multiple types of intelligence. Sir Ken led the British government's 1998 advisory committee on creative and cultural education, a massive inquiry into the

significance of creativity in the educational system and the economy, and was knighted in 2003 for his achievements. His entertaining and insightful talks are the most-viewed-ever on the subject online. Robinson and Esquith will present a thought-provoking and highly energized look at how to revolutionize our education system.



Other Sir Ken Robinson Related Links:

- Sir Ken Robinson on Creative Leadership, Wednesday, July 20, 2011: <http://tutor2u.net/blog/index.php/business-studies/comments/sir-ken-robinson-on-creative-leadership/>
- RSA Animate - Changing Education Paradigm <http://www.youtube.com/watch?v=zDZFcdGpL4U>
- [Ken Robinson \(British author\)](#) on [Twitter](#)
- The New School, Sir Ken Robinson and Joel Klein: <http://ideas.economist.com/presentation/new-school>
- [Bring on the Learning Revolution! TED Conference Talk, 2010](#)
- [In-depth interview on creativity](#)
- [Sir Ken Robinson interviewed on *Conversations from Penn State*](#)
- [IMNO Open Source Mentoring interview with Robinson](#)
- [A New View of Human Capacity](#) at [Los Angeles Public Library](#), January 2009
- [The Element](#) discussion at [The Aspen Institute](#), July 2008
- [Liverpool pupils interview Robinson, 2008](#)
- [London students interview Robinson, London International Music Show, 2008](#)
- [Podcast interview with DK from MediaSnackers, 2007](#)
- ["Changing \(Education\) Paradigms" by Sir Ken Robinson](#) - video adapted by the [Royal Society of Arts](#)
- [Why schools kill creativity-The case for an education system that nurtures creativity: TED Conference talk, Monterey, California, 2006](#)

August 22, 2011

Brock International Prize in Education
University of Oklahoma
1610 Asp Avenue
Norman, Oklahoma 73072

To Whom it May Concern:

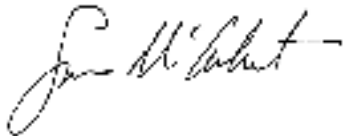
It is with great pleasure that I express my support for Sir Ken Robinson's nomination for the Brock International Prize in Education. I've had the good fortune to know and work with Sir Ken over the last ten years through his association in Oklahoma with the DaVinci Institute, Oklahoma A+ Schools and Creative Oklahoma.

Through his work first with educational institutions in the United Kingdom, and then around the world, Sir Ken has become an impassioned spokesperson for a focus on imagination, creativity, and innovation in the classroom. Educators and parents around the globe have embraced his books on creativity and over 2.6 million viewers have watched his TED talk on "Do Schools Kill Creativity?" Sir Ken is widely recognized as perhaps the most articulate orator on creativity and serves as an unofficial leader of the global "creativity in education" movement.

When Sir Ken came to live in the United States several years ago he was searching for a place, a "laboratory" for creativity, that would be willing to employ some of the same strategies advanced when he chaired former Prime Minister's Tony Blair's National Advisory Committee on Creative and Cultural Education and produced the report, "All Our Futures." Fortunately, his paths crossed with Oklahoma's and Creative Oklahoma has benefitted from his leadership and wisdom. Sir Ken serves as Oklahoma's Honorary Advisor for Creative Oklahoma and continues to provide support. As a result, Oklahoma has been recognized as the only North American District of Creativity in the International Districts of Creativity organization based in Belgium and is also the founder of the National Creativity Network, a coalition of US and Canadian regions devoted to furthering creativity in education.

Only one person with such global influence comes to mind when contemplating an award of such significance as the Brock International Prize – Sir Ken Robinson.

Sincerely,



Susan McCalmont
President
Creative Oklahoma



August 22, 2011

Brock International Prize in Education
University of Oklahoma
1610 Asp Avenue
Norman, OK 73072

To Whom It May Concern:

This is to express my strongest support for the nomination of Sir Ken Robinson for the prestigious 2012 Brock Award. Sir Ken has been influencing education policy for three decades, both nationally and internationally. Knighted by the Queen of England in his homeland for his meritorious service, Sir Ken's influence goes beyond the millions of followers who learn from his books, presentations, TED talks, and workshops. He is one of the world's true change makers.

In my role as executive director for Oklahoma A+ Schools, I have had the pleasure of working directly with Sir Ken on a number of initiatives within the state and across the country. I find that there are two key differences in the level of excellence that comes with an association with and support from him. One is that his work is broadly and deeply connected across the sectors of culture, commerce, and education, thereby creating natural collaborations and common ground so that sustainability and personal identity are embedded within each endeavor. The second is that, while Sir Ken is rightly renowned for his intelligence, wit, and breadth of knowledge across history, the arts, government and policy, it is his deeply personal connection to the power of his message that sets him apart.

Sir Ken Robinson's influence and impact do not come from merely taking mounds of information from various fields and using his marked intelligence and wit to weave charming and effective stories. His very existence, his personal story, and his intense passion to help others find their own "element" is the driver of his work. He deeply, deeply cares about the good of humankind, and he is tireless in his pursuit of empowering solutions for individuals, organizations, regions, and the world.

He asks us to understand the power of the human imagination, and as I employ that power in writing this recommendation, I can truly say that I cannot remotely imagine anyone more illustrative and deserving of the Brock International Prize than Sir Ken Robinson. Please give him your utmost consideration.

As a former juror, I am most honored to offer this recommendation.
Sincerely,

Jean Hendrickson
Executive Director



School of the Arts

V i r g i n i a C o m m o n w e a l t h U n i v e r s i t y

Mr. Glen Henry
Brock International Prize in Education
University of Oklahoma
1610 Asp Avenue
Norman, OK 73072

Office of the Dean

Pollak Building, Room 201
325 North Harrison Street
PO Box 842519
Richmond, VA 23284-2519

804 828-2787
Fax: 80 828-6469
TDD: 1-800-828-1120

To Whom It May Concern:

I would like to provide Sir Ken Robinson my highest recommendation for the Brock Prize in International Education.

From 2005-2011, I served as Director of Arts Education for the National Endowment for the Arts (NEA). I was responsible for supporting arts education opportunities for children throughout the United States, as well as providing U.S. counsel to UNESCO matters that came to the NEA. Sir Ken Robinson's influence throughout this country has been remarkable. From serving as an advisor to the Education Commission of the States, to guiding state policy reform, Sir Ken has challenged us to meet higher standards, and articulated an intellectual architecture for robust educational systems that honor creativity and ingenuity. We literally have no *one* voice in arts education more articulate, thoughtful, and academically rigorous, who can also sit at the table with policy-makers, governors, and legislators to guide their educational platforms.

In the 2008 report from the National Commission on Education and the Economy, the Skills Commission reported that the United States would no longer be training young people for routine occupations. In fact, they concluded that "creative work" would be the signature American export that would allow the economy to thrive nationally and globally. Regardless of one's view about the policy recommendations from that project, we do see that "creative work" continues to be in high demand. Recent reports find the global creative economy growing at 14% while in some part of the United States, such as the southeast, creative industries are booming at a 63% growth rate in 2011.

Our schools, however, are not bridging the gap between this growing demand and the day-to-day experiences of our children. Sir Ken Robinson has been *the* articulate voice to emphasize that creative growth in young people can *both* feed their own rich interior lives, build their confidence and intelligence, but also gear them up for the knowledge

economy that demands creative, dynamic thinkers, who engage playfully in problem-solving with the tools provided by the arts.

In the United States, we experience the tension between ingenuity typical of our American heritage and the desire to quantify our learning. While the desire to quantify learning is an important effort, it cannot take place at the cost of the catalytic spark that drives many young adults to begin entirely new industries, develop new art forms, explore their inner lives, and develop new modes of knowing. At some point, these young adults were encouraged and challenged to try, fail, explore, inquire and make. Sir Ken has provided the relentless voice for this vision, a vision that is complex, with depth and opportunities for new possibilities for learning and thinking. I sometimes wonder if Sir Ken's British heritage allows him to see the assets of the American creative thinker better than we do ourselves. Indeed, without his articulation, we might not strive for as lofty possibilities for creative thinking. He has encouraged many policymakers and state leaders to reach higher and go farther to provide children with remarkable opportunities that exceed yet complement a traditional education. His partnership with Oklahoma is but one of his notable efforts to insure creativity flourishes within our states.

Without hesitation, I give Sir Ken Robinson my highest recommendation for the Brock Prize in International Education. I have seen, as I worked with all 50+ state and territorial departments of education, how his voice and vision change, shift and affect the work happening at the state and local level. Likewise, the richness of American arts resources, educators and traditions remains a global model, but not without ongoing support and development. We need his voice and vision. May we all hope to strive to realize some of the goals for creativity that he has unfolded for us in his writings, speeches, and his important counsel to leadership in state, national, and international forums.

Sincerely,

Sarah B. Cunningham

Dr. Sarah B. Cunningham
Executive Director of Research
Dean's Office
School of the Arts
Virginia Commonwealth University
Richmond, VA 23284
sbcunningham@vcu.edu