Teaching What Matters Most
A Synthesis of Ideas from the Harvard University
Advanced Leadership Initiative Think Tank

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FACULTY CHAIR, TEACHING WHAT MATTERS MOST THINK TANK

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Preface:
The Think Tank Premise

The Advanced Leadership Initiative (ALI) at Harvard University is dedicated to educating and deploying a leadership force of experienced professionals from a wide range of backgrounds who can address challenging national and global problems. An important part of the process is to stimulate discussion among experts and advocates about the gaps that can be filled by Advanced Leaders, including the Advanced Leadership Fellows at Harvard who are preparing to transition from their primary income-earning years to their next years of service. Each year, ALI convenes three solution-finding workshops called Think Tanks to delve deeply into the nature of social problems, their potential solutions, the barriers to change, and the ways Advanced Leaders can make a difference.

As more and more demands are being placed on our schools — from meeting ever-rising standards, serving ever-more diverse populations, and doing so with ever-diminishing funds — educators and education policymakers are busy with the task in front of them. Within this context, there is an acute need for Advanced Leaders with the passion, leadership experience, and cross-cutting perspectives to provide the education sector with an “outside the building” view of education and teaching. At Harvard University on April 26–28, the Advanced Leadership Initiative held its third Think Tank of 2012 entitled, “Teaching What Matters Most.” Panelists and participants discussed how to make education relevant to the needs of the 21st century by defining high quality curriculum supported by effective and engaging pedagogy, instructional approaches, and technology.

Chaired by Fernando Reimers, the Ford Foundation Professor of International Education at the Harvard Graduate School of Education and a Co-Chair of the Advanced Leadership Initiative, this Think Tank presented panelists who shared each of their unique perspectives based on their respective, and wide ranging, professional roles in the field. However, it was the Advanced Leadership Fellows who provided the “wide-angle” take on the issues at hand. While members from each of the seven panels shared findings from the latest research and the most promising ideas from the field, Advanced Leadership Fellows kept the conversation focused on the key questions of the Think Tank in their reactions to the comments of the panelists:

1. What defines an educated person in the 21st century? In particular, what skills and dispositions beyond the basic literacies matter? What are those skills and dispositions? How are they best learned? Can they be taught? Is formal schooling the place to teach them? Should schooling be restricted to teach them? Is it best acquired in other ways — e.g., in the community, in enrichment programs, through life experiences — in which social entrepreneurs can take the lead?

2. What do we know about the effects, scalability and limitations of innovative programs to develop soft skills and socio-emotional competencies?

3. What do we know about the assessment of these soft skills and socio-emotional competencies?

4. What are the current gaps which constrain the opportunities for some children to develop these competencies and what role can Advanced Leaders play in closing these gaps?

This report summarizes and synthesizes the knowledge generated over the course of the three-day Think Tank.
Where Do We Want To Go?

In order for schools to determine the most important things that must be taught, it is vital to first clearly articulate the goals of the education system and envision how the future could – and should – look. Professor Reimers introduced the Teaching What Matters Most Think Tank on Thursday, April 26th by asking the audience, “What is it that we need to teach our children... to prepare them to live lives with purpose?” Advanced leaders constantly use questions of purpose to develop a vision and plan for the future. In this case, Professor Reimers challenged the audience to imagine what education could become. He set the stage for the conversations to come by quoting the Cheshire Cat’s wise words to Alice in Lewis Carroll’s Alice in Wonderland: “If you don’t know where you are going, any road will take you there.” Like Alice, the education sector must first define its goals before determining its path. Professor Reimers explained that the most important component of a high quality education was relevance, specifically the fit between the education system and the larger social system, including communities, civic life and the economy. He explained how a number of changes — globalization, rapid development of telecommunication technologies, growing demands for agency from employers and others—required that we re-examine the goals for schools. He suggested that to make education relevant, we should find ways to stimulate and sustain innovation in school systems through conversations among a wide range of stakeholders with an interest in schools, such as the ones that would take place in this Think Tank. Reimers suggested that some of the most important goals of education should be:

1. To cultivate the agency, voice and efficacy of people. To help learners develop the ability to use what they know to solve problems.

2. To simultaneously cultivate academic excellence and character development, or socio-emotional competence.

3. To build the skills and motivation to learn continuously, independently and from peers, which are increasingly important given the increases in life expectancy and the likely changes in the occupational structure that will cause individuals to pursue varied occupations over their lifetimes.

4. To cultivate curiosity about the world and global affairs.

5. Capacity to innovate in finding solutions to problems.

Key Question: Where do we want schools to go in the future, and what is the road that will take us there?

Envisioning Education and Schools for the Future

When considering questions about the end goals of education, the first step is to develop a vision for the product, or in this case, the graduate. This is an important exercise, but perhaps one that the education community does not engage in often enough, according to Deborah Delisle, Assistant Secretary of Elementary and Secondary Education at the U.S. Department of Education. She mentioned that it is disheartening that the education community does not regularly define
the “educated person” whom the system is intended to create. She challenged education leaders to engage in this exercise and then to craft schools that will shape students into these educated graduates. This model places students at the center of education planning. Unfortunately, common discourse in education policy tends to place the deficits of the student and the challenges they pose to the school at the forefront. However, this Think Tank provided an opportunity for policymakers, Advanced Leaders, and actors from different education-related industries to begin to define a new vision of where we are going in education and of how best to teach what matters.

Some panelists initially grounded their vision of education and schools of the future in past definitions of excellent education. Henry Rosovsky recalled a speech by William Johnson Cory given at Eaton in 1861, which defined the dimensions of a strong liberal education, and the societal values that this kind of education imparts:

You go to a great school not so much for the knowledge as for arts and habits; for the habit of attention, for the art of expression, for the art of assuming at a moment's notice, a new intellectual position, for the art of entering quickly into another person's thoughts, for the habit of submitting to censure and refutation, for the art of indicating assent and dissent in graduated terms, for the habit of regarding minute points of accuracy, for the art of working out what is possible in a given time, for taste, for discrimination, for mental courage and mental soberness. Above all, you go to a great school for self-knowledge.

–William Johnson Cory, Eaton College Master

Rosovsky elaborated on Master Cory’s definition of a liberally educated person, and added five characteristics of his own:

1. A person of a liberal education has an ability to communicate with precision, cogency and force, both orally and written. Today this is often called “critical thinking.”

2. Students should gain a critical appreciation of and an informed acquaintance with how we gain knowledge of the universe and ourselves.

3. Students should not be ignorant of other cultures and other times, thus “having an understanding of the multicultural world in which we live.”

4. Students should seriously consider their approach to moral and ethical dilemmas.

5. Students should experience learning in some depth in some particular subject matter.

How do we create a bridge between these visionary definitions of education and schooling with the current state of schooling today? The task, Rosovsky maintained, is to open schools up to innovations in multi-faceted ways to “create educated people.”

Deborah Delisle also offered her own understanding of the three buckets that define an educated person:

1. Students should gain a deep understanding of self—knowing who they are, their passions, and their talents.

2. Students should gain knowledge of the world and their place in it. Do they know how they fit into the world, and feel a sense of responsibility in it?

3. Students should have a sense of the linkages in the world, particularly between the arts, culture and knowledge-based structures.

**Key Question:** Despite varying curricula, schools, and environments, what are the characteristics we hope children will develop and leave with in order to meaningfully engage and contribute in society?
Some other speakers also offered alternative views of an educated person: Lawrence Bacow, President in Residence of Harvard Graduate School of Education (HGSE) and President Emeritus of Tufts University, proposed that an educated person is a perpetual student. Silvia Schmelkes, the former Director of Education Research at Universidad Ibero-Americana, observed that the meaning of an educated person is different in English and Spanish (while in English it means that someone has schooling, in Spanish it means having respect for others). However, limiting the definition of an educated person to a single definition may not be appropriate. Just as there is a movement to recognize multiple intelligences, we should consider multiple definitions of what an educated person is and what an educated person should be.

Expanding our Vision of Education

Once we have developed an idea of the desired outcome of our school system (the ideal graduate), the next step is to determine what are the skills, competencies, and methods for imparting these capacities in schools?

Key Question: “Why is it that we only view education as a way to increase our present value for future income streams?”

Lawrence Bacow noted that at no other time has he seen education regarded as so “instrumental.” Due to the increasing costs of education and high unemployment, there is a trend towards valuing education primarily for its utility. According to the National Center for Education Statistics, “of the 1,601,000 bachelor’s degrees conferred in 2008-09, the greatest numbers of degrees were conferred in the fields of business (348,000)” compared with only 12,440 in philosophy and religious studies. In fact, Bacow noted that not only do students feel that some courses of study have greater value, but parents do as well. A parent once told Bacow that his son who aspired to study philosophy was going to “major in pre-unemployment.”

Education should help students understand the world in its complexity and richness and their roles in society. Education is devalued when it is only viewed as a means to prepare students for the workforce. Instead, schools and education should help develop citizens who can bring people together, who are good at identifying resources, and who understand they have a responsibility to contribute positively to the world. As Advanced Leadership Fellow Nusret Cömert asked in response to the panel entitled Why Does it Matter to Teach what Matters?, “Is it education’s responsibility to create jobs and skilled labor, or to advance the issues of tolerance, and global citizenship?” While the implications for action may seem daunting, Cömert explained that it could also be the mission for AL Fellows and social entrepreneurs to “fill the gaps” in education systems.

Equitable Quality Education

Armando Vilaseca, the Education Commissioner at the Vermont Department of Education, pointed out that, “Our greatest challenge as a public education system is children who live in poverty… the achievement gap is where the focus is.” Educators should remember that their core commitment of teaching excellence extends to all children and that the leaders of school districts and states have a moral and ethical responsibility to every child in school. If a school or classroom is not good enough for one’s own child, it should not be good enough for anyone’s child. This philosophy supports a student-centric vision of education, where schools are molded around what kind of graduate they should produce, rather than what problems the students bring to school. With this in mind, Advanced Leadership Fellow Anne Greenwood challenged the Superintendent of Cambridge Public Schools, Jeffrey Young, to identify the biggest issues facing his district. Superintendent Young identified academic excellence and social justice as two critical issues. This response raised the question of how to best balance the variety of student needs in the same school.

In the same vein, David Gergen said there is “a pernicious myth that children in poverty cannot learn.” Gergen maintained that this concept cannot be the standard for how we think about schools of the future. Otherwise, as a society, we will be generations away from dealing with the issue of educating impoverished children and closing the achievement gap. Yohance Maqubela noted that more and more children are raising themselves at home while their parents work, leaving schools to fill the vacuum left by working parents. Children must learn soft skills at school since they are no longer learning them at home. The vision of how to accomplish teaching what matters must account for all children’s starting points and needs.
Limitations, and No One-Size-Fits-All

There are, however, limitations to what schools can do: we must be cognizant and realistic about what education of the future can and cannot accomplish. Policymakers cannot assume that education can answer all questions or solve all societal issues. Monica Higgins, Professor at Harvard’s Graduate School of Education, said that we have a culture of doing everything in schools but not doing everything very well. Moreover, while trying to do what many would argue is too much, schools operate in a one-size-fits-all model. While children are only in schools 20 of their waking hours, society expects schools to play an enormous role in shaping them. Schools alone can’t close the achievement gap; educators need partners and entrepreneurs to help. According to many innovative thought-leaders, there are ways to harness technology to break down time and place, to “allow learning to become a 24/7 endeavor” potentially increasing the learning of students while maintaining (over even decreasing) the time that children spend in schools. These sorts of disruptive ideas are finding a voice even within the mainstream of the education policy sphere. Thomas Payzant, the Former Superintendent of Boston Public Schools and Professor of Practice at Harvard Graduate School of Education, argued that if there were such a position as an “Education Czar” and he held it, he would make teaching a 12-month profession.

Not all of the disruptive ideas are occurring in the United States. In thinking about how to develop schools for the future, there is more that can be learned from effective practices internationally. Fernando Reimers explained how comparative education can be a valuable source of knowledge about the education goals advanced by different societies. To illustrate this, he recalled a recent conversation with the Dean of Education of the University of Helsinki. Reimers asked the Dean about why he thinks the Finns do so well in education. The Dean answered first that in Finland, they “let children be children.” Finnish schools don’t start children as early or keep children in school as long, they don’t test children as much, and they take ethics seriously, with discussions beginning in kindergarten. With this vision, these possibilities and limitations in mind, the next step in teaching what matters most is to consider the curriculum.

What Do We Want To Teach?

Teaching what matters most depends on developing a sound vision of the competencies we want to help students develop and ensuring that schools’ cultures and curricula are aligned with that vision. Throughout the Think Tank, panelists raised a number of critical issues and conversed about their ideas of what to teach and potential obstacles or explanations for why the most important things are not always taught in classrooms.

Key Question: Are we providing the right signals to students about the values society expects and intends for them to develop? What do we as a society value, and is this being taught in schools?

What Our Teaching Reflects

The hours, months, and years that children spend in the classroom are formative in building their interests, skills, and characters. Since schools and teaching play such critical roles in holistically cultivating children into participating members of society, what we teach in schools should reflect society’s values. As David Perkins, the Carl H. Pforzheimer, Jr. Research Professor of Teaching and Learning at Harvard Graduate School of Education, said, “What we offer [in schools] signals what we value.”

Beyond Knowledge: 21st Century Skills

Monica Higgins opened the panel entitled “Why Does it Matter to Teach What Matters? Beyond Basic Skills” by asking panelists, “What it is that we want to be teaching students?” In an information era where
students can access vast amounts of knowledge at their fingertips and the accelerating rate of change diminishes the importance of any one body of knowledge, it is important to think about what it is that schools should spend time teaching students. Lawrence Bacow noted that there is a shift underway from “what we want students to know” to “what we want students to be.” We want them to be empathetic, engaged, responsible citizens. This shift was clear throughout the Think Tank’s ongoing dialogue.

Joseph Bishop, the Director of Strategic Initiatives of the Partnership for 21st Century Skills, highlighted that with advances in digital technology, students now have the opportunity to become not only consumers, but also creators of knowledge. He contended that knowledge and skills both matter, but it is incredibly important that we build a system for students which connects and develops both skills and knowledge. Schools should consider how to integrate the 4C’s (communication, creativity, collaboration, critical thinking). As the Panel Chair, Monica Higgins, later reflected, “We need to think about teaching as more than just beyond basic skills, but also beyond knowledge.”

Advanced Leadership Fellow Reyes Tamez Guerra, challenged the way learning takes place in most countries. Rote learning does not promote the skills students need, and educators should try to more fully integrate experiential learning into the curriculum. While teachers only have “tools that we developed in the 18th century, we need to prepare them to teach for the 21st century”. He indicated that European employers especially value employees who are adept in complex thinking, problem solving, and communication skills, more so than having specific knowledge. In fact, knowledge was eleventh on the list of things that employers sought, after a litany of soft skills and experiences.

In a similar fashion, Guillermo Fernandez de la Garza, the CEO of FUMEC, added that children are eager to learn not by memorization but by learning things that they find meaningful and can concretely relate to, such as soil, circuits, plants, etc. Schools and teachers should continue to push traditional pedagogy, integrating project-based learning in order to provide additional entry points for student interests, as well as opportunities for advancing critical analytical and problem solving abilities. Dario Collado, Program Manager at the Harvard Kennedy School’s Latino Leadership Initiative, explained how relatively simple programs can help students develop high aspirations. He described one particular learning experience that has had an indelible impact on dozens of young Latino students. Through the Latino Leadership Initiative, promising young Latinos from all over the country are given the opportunity to visit Harvard. While they are not expected to matriculate here, simply the experience of visiting the University has the effect of “broadening the network of their world and sparking the firewood in the young people.” While this is a non-traditional learning experience, it is practices like these that can change a life and help develop the “educated persons” desperately needed in the 21st century.

What we teach should also be well contextualized in the social age in which children are maturing. In an era in which children are constant consumers and creators on the Internet and are constantly plugged-in to social media outlets such as Facebook and Twitter, what are the implications for what and how children should be learning? Lawrence Bacow mentioned that children’s and adults’ attention spans are shortening, and it is “really difficult to be an educated person without being contemplative.” Anna Penido Monteiro, Director of Inspirare, questioned if technology was actually an obstacle to real relationships and learning. When it is properly leveraged, technology can be a bridge between people and “a tool to empower them to become change makers,” but how can we ensure that technology is used in this way in schools? In Monteiro’s own work in engaging young people in the production of media pieces, she sees technology and the production of media as a way they can educate their peers and empower students to convince decision makers to change ways of doing things.

Empathy and Listening

As suggested before, a student’s success is perhaps more dependent on his or her ability to connect and com-

“Every young person should be able to put great ideas to use.”

- Joseph Lassiter
municate in a community with others than on his/her ability to develop any one particular skill. Yet, instruction in relationship-building and communication is largely missing from most children’s educational experiences. Advanced Leadership Fellow Steven Domenikos mentioned that a huge gap in the educational enterprise is the need for social-emotional learning. At the heart of what we need to teach, argued a number of panelists, are empathy and deep listening. Abigail Falik, Founder and CEO of Global Citizen Year, explained that “the art of effective leadership requires that you be empathetic” and that this is also at the heart of social change.

Shelly London, a 2009 Advanced Leadership Fellow and Founder of the Family Dinner Project, connected her message to her previous work in the corporate sector. She evaluated the characteristics her most ethical employees had and found them to be:

1. The ability to recognize ethical issues when faced with them.
2. The skill to choose the right action.
3. The courage to speak up despite pressure not to.
4. The ability to consider how actions would impact others.

London contended that ethical behavior should be taught from childhood, and while “empathy may not be the whole answer, it is a foundational skill” that should be a focus of the education system. Yohance Maqubela, the Executive Director of Howard University Middle School of Mathematics and Science, (MS)², suggested that in addition to developing strong curricula in STEM subjects (science, technology, engineering, and mathematics), his school also focused on character development and leadership skills. According to Maqubela, children should learn to respect others regardless of where they end up in life, whether in a STEM career or elsewhere. In a similar way, Robert Selman, the Roy Edward Larsen Professor of Education and Human Development at Harvard’s Graduate School of Education, promoted empathy and character development in schools through a book series entitled Voices of Love and Freedom. The series has been popular in schools as a violence prevention tactic.

Richard Weissbourd, Lecturer in Human Development and Psychology at Harvard’s Graduate School of Education, provided a helpful definition of empathy and suggested we usually define it too narrowly. We do not only want people to understand or know others’ perspectives, but also to value these other perspectives. As a primary means of engendering children with empathy, we “need to widen children’s circle of concern, especially for those who are different or far away from the child.” Weissbourd said that instead of schools giving equal time to every “-ism,” they should focus on one through which we can teach empathy. Weissbourd continued by saying that it often seems like the kids are better at empathy than the adults.

Advanced Leadership Fellow Peter Wirth responded to panelists’ remarks on teaching empathy, and connected their conversation to his own education, remarking that empathy was never taught. Instead, he was taught things that got in the way of empathy. He provided the example of law school, where he taught to argue zealously for his own client, regardless of empathy. Similarly, in Congress, there are countless special interest groups that routinely disregard the agendas and concerns of everyone else. It seems then, that there are more examples in education and society that hamper rather than support individuals’ development of empathy.

Teaching for Life-long Learning

Armando Vilaseca reminded the audience that when only 30% of Americans complete post-secondary education, 12th grade is usually the last time to instill values and skills in students in a formal setting. Given the reality that certain students may not be able to invest in post-secondary education, K–12 schools should instill in students the desire to continue their learning outside of the classroom.

One way to begin this process is to infuse teaching and curricula with opportunities for students to explore their interests and take ownership of their own...
learning. Students should have opportunities while in K-12 school to experience potential career paths. Currently, there is a disconnect between what students want to do in the future and what schools are teaching them to do now. The objective of getting kids to connect to the material that teachers are teaching was the founding motivation of Steve Mariotti’s life-long work as Founder of the Network for Teaching Entrepreneurship (NFTE). Driven by the goal to empower children through teaching what matters to them, he pushed the audience to ask “how can we use the interest that young people have in business to feel like they can have power over the market?”

David Perkins raised the point that while there is a large amount of talk about the achievement gap, another important gap is in relevance. As students go through school, they see less and less relevance between what is being taught and their own lives. There are estimates that around “80% of what we teach is not aligned with what matters,” so much of the achievement gap may be explained by the relevance gap. Students should be able to take ownership of their education and, once equipped with a foundation, take initiative to continue to extend their learning beyond the physical space of the classroom and the limited time that students actually spend in school.

While many of the panelists mentioned ways to promote comprehensive skills development and life-long learning in later years, the audience was also reminded that these efforts to prepare students for success should begin even before students enter primary school. Eleonora Villegas-Reimers, Associate Professor of Human Development at Wheelock College, mentioned that a student’s connection with at least one other person who believed in her or him is one thing that makes a huge difference in the development of resilience, a critical factor in students’ ability to persist and succeed throughout school. Students need mentors who take their hand and encourage their dreams to come true. Villegas-Reimers is currently researching this relationship and its link to the development of executive function. Teaching and preparing students for life-long learning must begin early and be relentlessly pursued.

What Should Stay the Same?

As we live in a rapidly changing world, Rosovsky pushed the audience and panelists to consider not only what we should change about what to teach, but also to think about what we should not change in schools. In a world in which school reform makes nearly everything up for grabs, how do we think about the role of educational institutions and the teaching they should impart? Rather than a particular subject domain or knowledge content, Rosovsky argued that perhaps the one thing we cannot remove is meaningful human contact from the education enterprise. One direction of education we should avoid is whole reliance on technology and being “alone together.” Advanced Leadership Fellow Alain Paul Martin pushed the issue further, arguing that students should have more than mere exposure to human contact, but also have caring and compassion. In order to develop deep understanding of the self, role models should be introduced in the elementary years.

**Key Question:** What tools can we give to teachers to achieve better results? How can we help teachers do better? 

Lawrence Bacow offered that another thing which should not change is “the capacity of people to focus on really, really hard problems that do not have easy answers.” Bacow continued that there are very few problems that have “yielded to anything other than grueling, patient hard work.” This is an important take-away as Advanced Leaders think about how they themselves can continue to engage in these discussions and develop plans of actions to carve out an area to influence and impact. ✤
Why Does It Matter?

Leaders today recognize the growing consensus among the education community on the importance of basic skills and literacy. However, a similar consensus is lacking for an expanded vision of education despite empirical studies that reveal the value of teaching skills beyond that of basic reading, writing, numeracy, and science. Proponents of 21st century skills argue that the abilities of problem solving, creativity, and self-efficacy, combined with characteristics of leadership, perseverance and empathy, are what is needed for 21st century learners.

Massachusetts Secretary of Education Paul Reville delivered the opening address for this Teaching What Matters Most Think Tank and emphasized the need to move beyond basic skills in order to foster an innovation economy and inclusive society. Reville encouraged a paradigm shift in public attitudes of educational services; moving away from standards-based schooling toward a moral and economic-based framework.

While the floor is higher in many school districts, achievement gaps, at least on the academic scales, remain quite large. To close these gaps, Reville offered four goals to work toward:

1. Prepare young people to get and thrive in 21st century jobs
2. Educate them as leaders in thriving democracies
3. Teach character and values to equip students to be heads of families
4. Have children become lifelong learners

Instead of overwhelming schools with increasing measurements of standards, Reville urged participants to “think about the fundamental paradigm of schooling… and how we need to work in breaking down the walls and open up the system if we have a hope… to educate students to a high level.” Schools cannot do it alone. Fernando Reimers emphasized working with partners and entrepreneurs to foment the goal of “preparing students to live lives with purpose,” reminding the audience of Horace Mann’s efforts to raise collective public support and awareness to develop the capacity to work together for the good of every child.

Perhaps one of the most poignant arguments to teach beyond basic skills came from Adam Strom, Director of Content, Innovation and Research at Facing History and Ourselves. Strom read from the memoir of a WWII concentration camp survivor who, when recalling “gas chambers built by learned engineers, children poisoned by educated physicians, women and children shot and killed by college graduates,” petitioned the government to “help students become more human.” Exercising knowledge does not guarantee that we as a society have actually learned from the past to ensure a better future.

Strom’s primary objective of education, adapted from the Heisenberg Theory of Uncertainty, recognizes that “all knowledge exchanged can only be exchanged within a tolerance [as] learning happens within a conversation with others.” We must first understand that schools do not exist in isolation, and from there we become aware of the interconnectedness of our surroundings. When asked why it is important to teach what matters most, Darlene Robles, Professor of Clinical Education at USC’s Rossier School of Education, responded on the same lines as Strom stating, “We want our children to leave our schools wanting to know more about themselves, others, and the world.”

Reyes Tamez Guerra pointed to a clear discrepancy between the ideological promotion and the actual funding of 21st century skills. Countries that truly seek to develop skills of problem solving and engage in the framework of tolerance and human rights must be willing to invest in these areas as well. “The most
How Do We Do It?

“All politics are local, specifically when it comes to public education... everyone has an opinion because they’ve all been in our schools” according to Darlene Robles. Moreover, Anne Greenwood admitted that her experiences in the business world “can’t hold a candle” to the complexities of the education system. However, as Think Tank Chair Reimers suggested, by learning from countries such as Finland who spend scientifically more time teaching ethics and character development, we are reminded that results take time. He notes that, “The challenge is balancing academic excellence and social justice, but the difficulty is how you weave that all together understanding how you help one student, but also the other.” Advanced Leadership Fellow Skip Victor also reminded participants to “approach reform with deep humility,” as the pace of technology today is directed primarily from very young people, and thus “it is the students who are teaching educators in many ways, coming up with tools and curriculum to address challenges.” By allowing our young people to explore, create, and develop compassion, “change is coming from individuals and I think we have a lot to be optimistic about,” according to Victor.

Be Patient

The former Minister of Education of Colombia, Cecilia Maria Velez, believes beyond results and standards that “the most important thing is to talk; to talk with teachers, unions, and systems about what we are looking for.” Accountability between schools and families are vital to shift support toward 21st century skills.

Alejandro Tiana Ferrer, former Secretary-General of the Ministry of Education in Spain, recognized that the dynamic structure of schooling often stands as the largest obstacle for large-scale change. “Our system is based on a structure of knowledge and discipline, which means we must consider carefully how to shift it.”

In comparing educational policy to ocean tides, Tiana Ferrer described how the rapid and vigorous surface movements often mask the stagnant waters below. He argued that “we need different strategies to induce change, different approaches, and at different levels.” Partnerships with social and political organizations need to be strengthened to give our wide audience new ideas. Most importantly, Tiana Ferrer reminded the audience “these kinds of changes need time.”

While levers for change may be clear for decision making bodies, Mark Neiker, President of the Pearson Foundation, noted that “the challenge is how to work that lever in the system and how to balance it with time.” Solutions typically address what to improve, but must also consider how to improve.

Tamez Guerra shared that “to have success in education policies, it is important to have a good problem, good ideas, and good projects, but most importantly to have a strategic plan.” By planning for outcomes and allowing time for success, leaders may soon realize that they are working on issues that belong to a much wider conversation.

Rosabeth Moss Kanter, Faculty Chair and Director of the Advanced Leadership Initiative and the Ernest L. Arbuckle Professor of Business Administration at Harvard Business School, summed these thoughts up by adding, “Ultimately, that’s when people see that you can’t make a difference in society without making a difference in the lives of children.”

Create Partnerships

Robert Schwartz, Professor of Educational Policy and Administration at Harvard’s Graduate School of Education, expressed his concern of school systems becoming a correction exercise instead of places that focus on building knowledge and skills. “If we really are to prepare young people adequately... how much of the burden to provide the development of young people needs to fall on the schools?” Schwartz drew attention to countries with well-developed techni-
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cal education programs, such as the Netherlands and Germany, which have national unemployment rates in single digits. In the US on the other hand, the sustained value on academic-focused programs exists concurrently with national and inner city unemployment rates of 18% and 40%, respectively.

Mark Nieker recognized that partnerships for education (outside the education sphere) have traditionally been uncommon because of the politics of educational change. However, developing both public and private partnerships will be necessary to equip local systems with programs and school models that have proven successful in other contexts. While it is “perhaps impossible to teach habits of mind,” Nieker encouraged, “instead to create environments where students can develop these habits.” The value of community organizations and partnerships should not be underestimated.

According to Harry Anthony Patrinos, Lead Education Economist at the World Bank, there are at least four benefits to partnerships, particularly partnerships with the private sector:

1. Increased resources
2. Greater legitimacy
3. A higher profile
4. Pressure from partners

Some education innovators are taking these ideas to heart. Gilberto Dimenstein, founder of Todos Pela Educa&cao and Catraca Livre, a 2011 Advanced Leadership Fellow, described a learning neighborhood initiative in Brazil where there is integration between schools, families, institutions and local representatives in order to create and articulate education opportunities and establish trust relationships and mutual support for education. These learning neighborhoods are part of an effort to transform Sao Paulo into a learning city. Similarly Kathy Hurley, EVP Education Alliances, Pearson Foundation, described efforts in the United States to create linkages between newspapers, museums, and schools.

To unravel the complexities of education, John Wilson, former Executive Director of the National Education Association, advocated for the effective funding of education. By partnering with entities such as the Department of Education or the Office of Management and Budget, substantial leverage can be used to change policy. Wilson noted that “99% of American voters believe 21st century skills are necessary to drive the economy in this century… 80% saying they are just as important as basic skills,” however political support still needs to grow. Establishing coalitions will thus be a crucial step to ensure that states embrace 21st century skills for “when the business community and education community come together, there’s nothing we can’t do to make sure education works…it’s the partnership that can drive the political will to have 21st century skills.”

Develop Political Will

In the Think Tank’s final session “The Politics of Teaching What Matters” panelists spoke to the need to increase transparency between policy and practice. Sergio Bitar, former Minister of Education for Chile, explained the paradox of many politicians who, when given sufficient time to think, cannot act; and when demanded to act, are not given enough time to think. Bitar shared his insights on politics and education, with five key takeaways:

1. Educational issues must be connected to political issues. “In order to commit politicians and social leaders to educational agendas, issues must be translated into action.” Introducing ideas through narratives, programs or comparisons (such as Program for International Student Assessment results), policymakers have a clear idea of what can be achieved.

2. A strong driver for the future is the fight against inequality. As citizens begin to demand more equalizing opportunities, access to education will expand as a topic of concern and politicians will be expected to respond accordingly.

3. Political change can come from social organizations. Especially in the case of higher education, “students are now the actors for defending their own interests [as] they have a common objective and working place.”
4. Public opinions are an essential force for change. Bitar warns against using impassioned phrases that claim education is in disarray and instead rephrasing problems with the potential for positive outcomes.

5. Projections for education must be long-term. Elections constantly set a short-term view of the education agenda thus administering goals that are not limited only by dollar amounts will be necessary for effective reform.

“In the revolving door between education and policy-making, it is difficult to reflect when you are in the task of making decisions.” In Tiana Ferrer’s opinion, soft skills such as self-initiative and intrinsic motivation are necessary, but many still have to be convinced. He stated that, “Change cannot be done if you don’t offer an attractive vision.” The importance of engaging people inside and outside of the education system is a vital condition to promote soft skills. Within the education system, political will and impulse must exist alongside clear expectations for teachers or curricular change is impossible. Outside the education system, the voice of family members must be heard in order to connect the importance of teaching and learning practices.

Refocus our Efforts on Equity and Access

Robles shared the difficulty of remaining culturally proficient in districts with diverse populations and needs. When presenting data on educational gaps or setbacks, she advises policymakers to use this information to start conversation not to stigmatize communities. Robles recommends reform toward teacher training in a matter that allows teachers to take responsibility for their own actions for change. Additionally, instructional material must be modified to focus on equity and access. “We need to restructure our agenda to ensure that it is not just one group of students [that we serve], but all students… for when one boat rises, all boats rise.”

Finally, Advanced Leadership Initiative Chair and Director Rosabeth Moss Kanter encouraged the audience to see new opportunities in the field of education and to “make linkages in places where one focused effort could help move the entire thing forward.” By presenting evidence of success to all stakeholders, it is possible to motivate and inspire others to continue doing things that really work. She spoke specifically to Advanced Leadership Fellows in saying that, “Small innovations can add up to powerful change … this work of change requires advanced leadership when you are working on something that is not straightforward, but where the actions of different groups and issues are joined.” Finally, she concluded with a powerful and humble message to all AL Fellows and audience members, “Grand social change emerges from projects in which many are involved… even people who have authority over the system find there are many stakeholders [and recognize] that we can’t do it all by ourselves.”
Teaching What Matters Most
A Synthesis of Ideas from the Harvard University
Advanced Leadership Initiative Think Tank

Appendices
APPENDIX 1: THINK TANK AGENDA

EDUCATION REFORM: BEYOND BASIC SKILLS TO FOSTER AN INNOVATION ECONOMY AND AN INCLUSIVE SOCIETY

**SPEAKER**  Paul Reville | Secretary of Education, Massachusetts Department of Education

INTRODUCTION TO THE THINK TANK GOALS AND PURPOSE

**SPEAKER**  Fernando Reimers | Co-Chair, Advanced Leadership Initiative and Ford Foundation Professor of International Education, Harvard Graduate School of Education

SESSION 1: WHY DOES IT MATTER TO TEACH WHAT MATTERS? BEYOND BASIC SKILLS

**CHAIR**  Monica Higgins | Professor of Education, Harvard Graduate School of Education and Co-Chair, Advanced Leadership Initiative

**SPEAKERS**  Joseph Bishop | Director of Strategic Initiatives, Partnership for 21st Century Skills
Yohance Maqubela | Executive Director, Howard University Middle School of Mathematics and Science (MS)²
Thomas W. Payzant | Former Superintendent of Boston Public Schools, Professor, Harvard Graduate School of Education
Adam Strom | Director of Content, Innovation and Research, Facing History and Ourselves
Reyes Tamez Guerra | Former Secretary of Education of Mexico and 2012 AL Fellow

SESSION 2: PUBLIC FORUM: DEFINING THE EDUCATED PERSON

**CHAIR**  Fernando Reimers | Co-Chair, Advanced Leadership Initiative and Ford Foundation Professor of International Education, Harvard Graduate School of Education

**SPEAKERS**  Lawrence S. Bacow | President in Residence, Harvard Graduate School of Education and President, Emeritus, Tufts University
Deborah Delisle | Nominee, Assistant Secretary of Elementary and Secondary Education, US Department of Education, former Ohio State Superintendent
David Gergen | Director, Center for Public Leadership, Co-Chair, Advanced Leadership Initiative, and Public Service Professor, Harvard Kennedy School
Henry Rosovsky | Lewis P. and Linda L. Geyser University Professor, Emeritus, Harvard University
Armando Vilaseca | Education Commissioner, Vermont Department of Education

SESSION 3: TEACHING CREATIVITY, INNOVATION AND ENTREPRENEURSHIP

**CHAIR**  Allen S. Grossman | MBA Class of 1957 Professor of Management Practice, Harvard Business School and Co-Chair, Advanced Leadership Initiative

**SPEAKERS**  Guillermo Fernández de la Garza | CEO, FUMEC
Joseph B. Lassiter III | Professor of Management Practice, Harvard Business School
Steve Mariotti | Founder, Network for Teaching Entrepreneurship (NFTE)
David Perkins | Carl H. Pforzheimer, Jr. Research Professor of Teaching and Learning, Harvard Graduate School of Education
## APPENDIX 1: THINK TANK AGENDA

### SESSION 4: TEACHING EMPATHY

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<th>Fernando Reimers</th>
<th>Co-Chair, Advanced Leadership Initiative and Ford Foundation Professor of International Education, Harvard Graduate School of Education</th>
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<td>SPEAKERS</td>
<td>Abigail Falik</td>
<td>Founder and CEO, Global Citizen Year</td>
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<td>Shelly London</td>
<td>2009 Advanced Leadership Fellow, The Family Dinner Project</td>
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<td>Anna Penido Monteiro</td>
<td>Director, Inspire</td>
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<td>Richard Weissbourd</td>
<td>Lecturer, Harvard Graduate School of Education and Harvard Kennedy School, and Director, Human Development and Psychology Program</td>
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### SESSION 5: BUILDING COALITIONS AND PUBLIC PRIVATE PARTNERSHIPS TO TEACH WHAT MATTERS

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<td>EVP Education Alliances, Pearson Foundation and Partnership for 21st Century Skills</td>
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<td>Robert Selman</td>
<td>Roy Edward Larsen Professor of Education and Human Development, Harvard Graduate School of Education and Professor of Psychology, Harvard Medical School</td>
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### SESSION 6: TEACHING CHARACTER AND RESILIENCY

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<th>CHAIR</th>
<th>James Honan</th>
<th>Senior Lecturer, Harvard Graduate School of Education Co-Chair and Senior Associate Director, Advanced Leadership Initiative Co-Chair, Institute for Educational Management</th>
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<td>SPEAKERS</td>
<td>Dario Collado</td>
<td>Program Manager, Latino Leadership Initiative, Harvard Kennedy School</td>
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<td>Silvia Schmelkes</td>
<td>Past Director of Indigenous Education for Mexico and Director of Education Research, Universidad Ibero-Americana</td>
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<td>Eleonora Villegas-Reimers</td>
<td>Associate Professor of Human Development, Wheelock College</td>
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### SESSION 7: THE POLITICS OF TEACHING WHAT MATTERS

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<th>CHAIR</th>
<th>Robert B. Schwartz</th>
<th>Francis Keppel Professor of Practice of Educational Policy and Administration, Harvard Graduate School of Education</th>
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<td>Darline Robles</td>
<td>Member of the President’s Commission on Hispanic Education Professor of Clinical Education, USC Rossier School of Education</td>
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<td>Alejandro Tiana Ferrer</td>
<td>Former Secretary-General of the Ministry of Education in Spain</td>
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<td>Cecilia Maria Velez</td>
<td>Former Minister of Education of Columbia</td>
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<td>John Wilson</td>
<td>Former Executive Director, National Education Association</td>
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### CLOSING

- **Rosabeth Moss Kanter**  
  Chair and Director, Advanced Leadership Initiative  
  Ernest L. Arbuckle Professor of Business Administration, Harvard Business School  
- **Fernando Reimers**  
  Co-Chair, Advanced Leadership Initiative and Ford Foundation Professor of International Education, Harvard Graduate School of Education
APPENDIX 2: THINK TANK PANELISTS

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Tufts University, President Emeritus

Joseph Bishop  
Partnership for 21st Century Skills

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Former Minister of Education, Chile

Dario Collado  
Latino Leadership Initiative  
Harvard Kennedy School

Deborah Delisle  
United States Department of Education

Gilberto Dimenstein  
Daily National Affairs Journalist, Grupo Folha  
Todos Pela Educacao & Catraca Livre, Brazil

Abigail Falik  
Global Citizen Year

Guillermo Fernández de la Garza  
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Harry Anthony Patrinos  
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Ana Penido Monteiro  
Inspirare

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Fernando Reimers  
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Paul Reville  
Massachusetts Department of Education

Darline Robles  
President’s Commission on Hispanic Education  
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Henry Rosovsky  
Harvard University

Silvia Schmelkes  
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Harvard Medical School

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Facing History and Ourselves

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Cecilia Maria Velez  
Former Minister of Education, Colombia

Armando Vilaseca  
Vermont Department of Education

Eleonora Villegas-Reimers  
Wheelock College

John Wilson  
Former Executive Director, National Education Association

Richard Weissbourd  
Harvard Graduate School of Education  
Harvard Kennedy School
APPENDIX 3: 2012 ADVANCED LEADERSHIP FELLOWS

2012 ADVANCED LEADERSHIP FELLOWS

Mahendra Bapna
Former CEO of Tata Group Heavy Vehicle Axles Ltd. and Heavy Vehicle Transmissions Ltd.

Federico Castellanos
Former Vice President of Human Resources Integration, IBM

J. Anthony Clancy
Former Chief Operating Officer for Human Resources, Accenture

Nusret Cömert
Former Managing Director, Royal Dutch Shell Group Exploration & Production and Gas & Power

Steven D. Domenikos
Former CEO and Founder, IdentityTruth Inc.

Mark Feinberg, MD
Former Vice President & Chief Public Health and Science Officer, Merck Vaccines

Mary Finan
Former Chairman and Managing Director, Wilson Hartnell Public Relations

Anne Greenwood
Former Managing Director and Head of Client Development, Morgan Stanley Smith Barney

Alain Martin
Past President and CEO, The Professional Development Institute

E. Robert Meaney
Former Senior Vice President, Valmont Industries, Inc.

Diane Nordin
Former Partner, Wellington Management Company, LLP

Iyabo Obasanjo-Bello
Former Chairman of the Senate Committee on Health, Government of Nigeria

Carol Raphael
Former President and CEO, Visiting Nurse Service of New York

Michael Robertson
Managing Director and Partner, IRON Ventures LLC

Robin Russell
Former Senior Executive Vice President of Worldwide Operations Marketing & Distribution, Sony Pictures Entertainment

Dennis Scholl
Vice President/Arts, Knight Foundation

Steven Strauss
Former Managing Director, New York City Economic Development Corporation

Reyes Tamez Guerra
Former Secretary of Education of Mexico

Skip Victor
Senior Managing Director, Duff & Phelps and Co-Founder Balmoral Advisors

David Wing
Former Vice President and Controller, United Air Lines, Inc.

Peter Wirth
Former Executive Vice President, Legal and Corporate Development, Genzyme Corporation

Dona Young
Former Chairman, President and CEO, The Phoenix Companies

2012 ADVANCED LEADERSHIP SENIOR RESEARCH FELLOW

James Champy
Chairman Emeritus, Dell Services Consulting

2012 SENIOR ADVANCED LEADERSHIP FELLOWS

Issa Baluch
Former President, International Federation of Freight Forwarders’ Association (FIATA)

Gilberto Dimenstein
Daily National Affairs Journalist, Grupo Folha

John Taysom
Founder and Former Managing Director, Reuters Greenhouse, The Reuters Venture Capital Fund

David Weinstein
Former Chief of Administration, Fidelity Investments
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Executive Director, Charles Hamilton Houston Institute for Race & Justice

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Faculty Chair, Senior Executive Fellows Program
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Harvard Kennedy School

Harvard Law School
Harvard School of Public Health
Rosabeth Moss Kanter, Chair and Director
Rosabeth Moss Kanter holds the Ernest L. Arbuckle Professorship at Harvard Business School, where she specializes in strategy, innovation, and leadership for change. Her strategic and practical insights have guided leaders of large and small organizations worldwide for over 25 years, through teaching, writing, and direct consultation to major corporations and governments. The former Editor of Harvard Business Review (1989-1992), Professor Kanter has been repeatedly named to lists of the “50 most powerful women in the world” (Times of London), and the “50 most influential business thinkers in the world” (Thinkers 50). In 2001, she received the Academy of Management’s Distinguished Career Award for her scholarly contributions to management knowledge; and in 2002 was named “Intelligent Community Visionary of the Year” by the World Teleport Association; and in 2010 received the International Leadership Award from the Association of Leadership Professionals. She is the author or co-author of 18 books. Her latest book, SuperCorp: How Vanguard Companies Create Innovation, Profits, Growth, and Social Good, a manifesto for leadership of sustainable enterprises, was named one of the ten best business books of 2009 by Amazon.com. A follow-up article, “How Great Companies Think Differently,” received Harvard Business Review’s 2011 McKinsey Award for the year’s two best articles.

James P. Honan, Co-Chair and Senior Associate Director
James P. Honan has served on the faculty at the Harvard Graduate School of Education since 1991. He is also a faculty member at the Harvard Kennedy School and a principal of the Hauser Center for Nonprofit Organizations. He is Educational Co-Chair of the Institute for Educational Management and has also been a faculty member in a number of Harvard’s other executive education programs and professional development institutes for educational leaders and nonprofit administrators, including the Harvard Seminar for New Presidents, the Management Development Program, the ACRL/Harvard Leadership Institute, the Principals’ Center, and the Harvard Institute for School Leadership; Governing for Nonprofit Excellence, Strategic Perspectives in Nonprofit Management, NAACP Board Retreat, and Habitat for Humanity Leadership Conference (Faculty Section Chair); and Strategic Management for Charter School Leaders, Achieving Excellence in Community Development, American Red Cross Partners in Organizational Leadership Program and US/Japan Workshops on Accountability and International NGOs.

Barry R. Bloom, Co-Chair
Barry R. Bloom, formerly Dean of the Harvard School of Public Health, is Harvard University Distinguished Service Professor and Joan L. and Julius H. Jacobson Professor of Public Health. Bloom has been engaged in global health for his entire career and made fundamental contributions to immunology and to the pathogenesis of tuberculosis and leprosy. He served as a consultant to the White House on International Health Policy from 1977 to 1978, was elected President of the American Association of Immunologists in 1984, and served as President of the Federation of American Societies for Experimental Biology in 1985.

David E. Bloom, Executive Board
David E. Bloom is Clarence James Gamble Professor of Economics and Demography in the Department of Global Health and Population, Harvard School of Public Health. Dr. Bloom also serves as Director of Harvard’s Program on the Global Demography of Aging. He is an economist whose work focuses on health, demography, education, and labor. In recent years, he has written extensively on primary, secondary, and tertiary education in developing countries and on the links among health status, population dynamics, and economic growth. Dr. Bloom has published over 300 articles, book chapters, and books in the fields of economics and demography.
APPENDIX 4: ADVANCED LEADERSHIP FACULTY

Arnold M. Epstein, Executive Board
Arnold M. Epstein, MD, MA, is Chair of the Department of Health Policy and Management at the Harvard School of Public Health where he is the John H. Foster Professor of Health Policy and Management. He is also Professor of Medicine and Health Care Policy at Harvard Medical School. Dr. Epstein's research interests focus on quality of care and access to care for disadvantaged populations. Recently his efforts have focused on racial and ethnic disparities in care, public reporting of quality performance data and incentives for quality improvement, and Medicaid policies. He has published more than 150 articles on these and other topics. During 1993-1994, Dr. Epstein worked in the White House where he had staff responsibility for policy issues related to the health care delivery system, especially quality management.

William W. George, Executive Board
Bill George is a Professor of Management Practice at Harvard Business School, where he is teaching leadership and leadership development, and is the Henry B. Arthur Fellow of Ethics. He is the author of the best-selling books *True North, Discover Your Authentic Leadership* and *Authentic Leadership: Rediscovering the Secrets of Creating Lasting Value*. Bill currently serves on the boards of ExxonMobil and Goldman Sachs. He is the former Chairman and CEO of Medtronic. Under his leadership, Medtronic’s market capitalization grew from $1.1 billion to $60 billion, averaging a 35% increase each year. Mr. George has made frequent appearances on television and radio, and his articles have appeared in numerous publications.

David R. Gergen, Co-Chair
David Gergen is a senior political analyst for CNN and has served as an adviser to four U.S. presidents. He is a public service professor of public leadership at the Harvard Kennedy School and the director of its Center for Public Leadership. In 2000, he published the best-selling book, *Eyewitness to Power: The Essence of Leadership, Nixon to Clinton*. Gergen joined the Harvard faculty in 1999. He is active as a speaker on leadership and sits on many boards, including Teach for America, the Aspen Institute, and Duke University, where he taught from 1995-1999.

Allen S. Grossman, Executive Board
Allen Grossman was appointed a Harvard Business School Professor of Management Practice in July 2000. He joined the Business School faculty in July 1998, with a concurrent appointment as a visiting scholar at the Harvard Graduate School of Education. He served as president and chief executive officer of Outward Bound USA for six years before stepping down in 1997 to work on the challenges of creating high performing nonprofit organizations. His current research focuses on leadership and management in public education; the challenges of measuring nonprofit organizational performance; and the issues of managing multi-site nonprofit organizations.

Monica C. Higgins, Executive Board
Monica Higgins joined the Harvard faculty in 1995 and is currently a Professor of Education at Harvard Graduate School of Education (HGSE) where her research and teaching focus on the areas of leadership development and organizational change. Prior to joining HGSE, she spent eleven years as a member of the faculty at Harvard Business School in the Organizational Behavior Unit. In education, Professor Higgins is studying the effectiveness of senior leadership teams in large urban school districts across the United States and the conditions that enhance organizational learning in public school systems. While at Harvard, Professor Higgins’ teaching has focused on the areas of leadership and organizational behavior, teams, entrepreneurship, and strategic human resources management.
APPENDIX 4: ADVANCED LEADERSHIP FACULTY

Rakesh Khurana, Co-Chair
Rakesh Khurana is the Marvin Bower Professor of Leadership Development at the Harvard Business School. He teaches a doctoral seminar on Management and Markets and The Board of Directors and Corporate Governance in the MBA program. Khurana received his BS from Cornell University in Ithaca, New York and his AM (Sociology) and PhD in Organization Behavior from Harvard University. Prior to attending graduate school, he worked as a founding member of Cambridge Technology Partners in Sales and Marketing.

Robert H. Mnookin, Executive Board
Robert H. Mnookin is the Samuel Williston Professor of Law at Harvard Law School, the Chair of the Program on Negotiation at Harvard Law School, and the Director of the Harvard Negotiation Research Project. A leading scholar in the field of conflict resolution, Professor Mnookin has applied his interdisciplinary approach to negotiation and conflict resolution to a remarkable range of problems; both public and private. Professor Mnookin has taught numerous workshops for corporations, governmental agencies and law firms throughout the world and trained many executives and professionals in negotiation and mediation skills. In his most recent book, Bargaining with the Devil: When to Negotiate, When to Fight, Mnookin explores the challenge of making such critical decisions.

Charles J. Ogletree, Jr., Co-Chair
Charles Ogletree is the Harvard Law School Jesse Climenko Professor of Law, and founding and executive director of the Charles Hamilton Houston Institute for Race and Justice (www.charleshamiltonhouston.org) named in honor of the visionary lawyer who spearheaded the litigation in Brown v. Board of Education. Professor Ogletree is a prominent legal theorist who has made an international reputation by taking a hard look at complex issues of law and by working to secure the rights guaranteed by the Constitution for everyone equally under the law. Ogletree has examined these issues not only in the classroom, on the Internet, and in the pages of prestigious law journals, but also in the everyday world of the public defender in the courtroom and in public television forums where these issues can be dramatically revealed.

Fernando M. Reimers, Co-Chair
Fernando Reimers is the Ford Foundation Professor of International Education and Director of the Global Education and International Education Policy Program at the Harvard Graduate School of Education. Professor Reimers focuses his research and teaching on identifying education policies that support teachers in helping low-income and marginalized children succeed academically. His courses focus on the core education challenges in the development field and on the role of social entrepreneurs in creating solutions of value to improve the quality and relevance of education. His current research in Brazil and Mexico focuses on the impact of education policy, education leadership and teacher professional development on literacy competencies and civic skills. He is currently serving on the Global Learning Leadership Council of the American Association of Colleges and Universities Project “General Education for a Global Century” focusing on some of the pressing issues related to global learning and undergraduate education.

Forest L. Reinhardt, Executive Board
Forest L. Reinhardt is the John D. Black Professor of Business Administration at Harvard Business School and serves as the faculty chair of Harvard Business School’s European Research Initiative. Professor Reinhardt is interested in the relationships between market and nonmarket strategy, the relations between government regulation and corporate strategy, the behavior of private and public organizations that manage natural resources, and the economics of externalities and public goods. He is the author of Down to Earth: Applying Business Principles to Environmental Management, published by Harvard Business School Press.
Guhan Subramanian, Executive Board

Guhan Subramanian is the Joseph Flom Professor of Law and Business at the Harvard Law School and the H. Douglas Weaver Professor of Business Law at the Harvard Business School. He is the only person in the history of Harvard University to hold tenured appointments at both HLS and HBS. At HLS he teaches courses in negotiations and corporate law. At HBS he teaches in executive education programs, such as Strategic Negotiations, Changing the Game, Managing Negotiators and the Deal Process, and Making Corporate Boards More Effective. He is the faculty chair for the JD/MBA program at Harvard University and Vice Chair for Research at the Harvard Program on Negotiation.

Ronald S. Sullivan, Jr., Executive Board

Professor Ronald S. Sullivan, Jr. joined Harvard’s law faculty in July 2007. His areas of interest include criminal law, criminal procedure, legal ethics, and race theory. Prior to teaching at Harvard, Professor Sullivan served on the faculty of the Yale Law School, where, after his first year teaching, he won the law school’s award for outstanding teaching. Professor Sullivan is the faculty director of the Harvard Criminal Justice Institute. He also is a founding fellow of The Jamestown Project.

Professor Sullivan is a Phi Beta Kappa graduate of Morehouse College, and the Harvard Law School, where he served as president of the Black Law Students Association and as a general editor of the Harvard BlackLetter Law Review. After graduating from Harvard, Professor Sullivan spent a year in Nairobi, Kenya as a Visiting Attorney for the Law Society of Kenya.

Peter Brown Zimmerman, Co-Chair

Peter Brown Zimmerman is Lecturer in Public Policy and Senior Associate Dean for Strategic Program Development at the Harvard Kennedy School. He also serves as faculty Chair of the Senior Executive Fellows Program and is a Co-Chair of the Advanced Leadership Initiative. He is a graduate of the Kennedy School’s Public Policy program. Before coming to Harvard, he worked for the US Navy, on the National Security Council staff and on the staff of the Senate Intelligence Committee. He has consulted with and advised a wide range of public and nonprofit organizations.
TEACHING WHAT MATTERS MOST
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<td>2009</td>
<td><strong>Public Health</strong>: Filling Leadership Gaps in Health Promotion, Prevention and Care</td>
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<td><strong>Basic Education</strong>: Filling Leadership Gaps and Repurposing Education to Develop 21st Century Competencies</td>
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<td><strong>Poverty, Justice and Jobs</strong>: Filling Leadership Gaps in Access to Economic Opportunity</td>
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<td><strong>Decision-Making for Leaders</strong></td>
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For further information on the Advanced Leadership Initiative and the Advanced Leadership Think Tank series, please contact our office at 617-496-5479.

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**Front cover, clockwise from top left**: Fernando Reimers; Paul Reville; Darline Robles; Joseph Bishop and Yohance Maquela; Lawrence Bacow; Armando Vilaseca and Deborah Delisle

**Back cover, clockwise from top left**: Fernando Reimers and audience; Monica Higgins; David Perkins and Guillermo Fernández de la Garza; Allen Grossman and student; student

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