



The New Renaissance

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Abstract

Within the past two decades every area of business switched into a mode of operation where technology progress, communication, and quality of information are crucial more than ever before. It would be natural to expect a similar, ardent innovation in our schools, educational systems and policies, and teaching philosophy. Instead, we struggle in designing and implementing the “right” educational reform. The researchers, scholars and practitioners are alarmed by the situation of US public, urban schools. Despite numerous attempts to implement a school reform, the results are disappointing. What seems to be lost in the discussion about the reform is: what is it exactly we want to achieve, what are the improved results and students’ achievement? Although very relevant - leadership, school culture, best practices, motivation, science of learning, teacher empowerment, and high performance in schools - offer only fragmented propositions. What we need is change in the way we think about school in general, at any level, across the cultures, and in the global context. Today’s school should have a single mission in place: promote, live and achieve high performance. This means that high performance is mandatory for everyone involved in shaping our youth: teachers, principals, coaches, mentors, and parents. The new definition of high performance parallels the notion of a contemporary polymath or a “renaissance person”. An entire generation of true polymaths, young people well educated in a variety of subjects, proficient and competent in multiple fields, would be a true high achievement for the society. This means teaching philosophy must focus on ten areas to form a perfect contemporary polymath who is: an erudite, an entrepreneur, a soldier, a teacher, a writer, an artist, a linguist, a computerist, a volunteer, and a handyperson. With today’s fast flowing information and formidable technology, the bar is not too high.