

Quotes by Sir Ken Robinson

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“Finding your **ELEMENT** is not just about passion and aptitude; it’s about attitude and opportunity. It has to matter to you enough. It isn’t about walking away from your responsibilities and leaving everything behind...It is about trying to find a purpose in your life and being honorable and true to yourself.”

“If you are a teacher with a classroom, when that door closes, you’ve got the next hour with those kids and you can work with them in any way you think is best. Promoting the use of

IMAGINATION and more creative strategies for teaching and learning isn’t the opposite of raising standards.”

“I think if people looked at how much time they spend in doing things they dislike, things where they fritter their time, they may well find there are

opportunities there they hadn’t seen before...If you take the

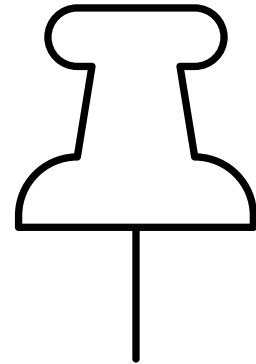
trouble to find your talents and the things that excite you, new opportunities open up that you hadn’t even considered were there. It’s like a whole new portal becomes available to you. There are lots of examples of that, of people who’ve found a way forward that they didn’t know was there until they started to look for it. It’s about making a conscious effort. But it’s not a 10-step program.

BUT IT IS, IN THE END, UP TO YOU.

“For most of us the problem isn’t that we aim too high and fail - it’s just the opposite - **WE AIM TOO LOW .”**
AND SUCCEED.

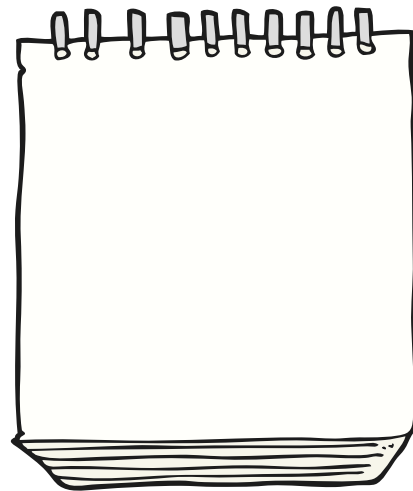
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“The Element is about DISCOVERING your self, and you can't do this if you're trapped in a compulsion to conform. You can't be yourself in a swarm.”



“The arts especially address the idea of aesthetic experience. An aesthetic experience is one in which your senses are operating at their peak; when you're present in the current moment; when you're resonating with the excitement of this thing that you're experiencing; when

YOU ARE FULLY ALIVE”



“One problem with the systems of assessment that use letters and grades is that they are usually light on description and heavy on comparison. Students are sometimes given grades without really knowing what they mean, and teachers sometimes give grades without being completely sure why. A second problem is that a single letter or number cannot convey the complexities of the process that it is meant to summarize. And some outcomes cannot be adequately expressed in this way at all. As the noted educator Elliot Eisner once put it,

“NOT EVERYTHING IMPORTANT IS MEASURABLE AND NOT EVERYTHING MEASURABLE IS IMPORTANT.”