Table 9: A variety of learning models for the twenty-first century can be defined (adapted from Robinson and Aronica, 2015)

	The industrial model	The organic model	Professional practice
Ways of thinking	Traditional learning. A 'training' approach to teaching and learning. Good for focusing on 'how to' and 'what' of learning.	Engaging Learning. A personalised approach to teaching and learning. Focuses on the 'why' of learning.	Expansive. Provides the moral purpose which connects the 'why' of learning with the 'how' and 'what' through school values and building learning dispositions.
Purpose	Provides specific knowledge and skills linked to a set context or framework. Builds knowledge/skills sequentially in linear fashion.	Connects interdisciplinary learning skills and critical thinking. Provides a bridge between knowledge and skills with purpose, meaning and evaluation of learning. Provides space for reflection and continuous improvement.	Defines boundaries of possibility. Provides a bridge between community, formal education and understanding within the wider world. Helps develop life and career skills. Builds leaning characteristics.
Characteristics	Instructional. Rigid. Outcomes focused. linked to specific knowledge sets and pre-defined curriculum content. Scheme driven. Builds procedural fluency within boundaries of learning context.	Enquiry driven, linked to multiple contexts and pupil interests. Develops learning from conceptual understanding to extended abstract. Builds expansive language and meaning through dialogic talk.	Interdisciplinary. Blends academic and vocational disciplines. Provides expansive programmes for organisation of learning based on framework of skills and knowledge to be understood. Does not discriminate between value of subjects and disciplines.
Organisation	Predominantly adult led. Whole class/groups. Multiple opportunities for practising. Builds skills through repetition and acquisition of knowledge/skills. Assessment mainly summative.	Adult and peer led. Organic and open ended. Multiple opportunities for collaboration and evaluation of learning. Builds communication, language and critical thinking. Assessment is formative, summative and ipsative.	School/community/culturally driven. Defines the culture and climate within school. Led by values and what matters most. Holistic. Cross-cultural and cross-curricular. Establishes learning community.
Values	Looking backwards historically, rote learning, testing, procedure,	Looking forwards, relational learning, theory of learning, complexity, co-	Research and evidence to inform policy, relationships, inclusion, individual and

Table 9: A variety of learning models for the twenty-first century can be defined (adapted from Robinson and Aronica, 2015)

	sequencing, instruction, how to, what to, standardisation.	construction and design, personalisation, innovation, individual talents, creativity.	collective successes across spectrum of learning disciplines.
Best for…	Routine and establishing rules for learning. Builds confidence within parameters of context for learning. Prepares students for exam success. Good for setting direction and focus of learning. Can build learning stamina within set discipline.	Enabling diversity of skills to shine across disciplines. Critical thinking, problem solving and application of learning. Gives equal balance between skills for education, life and application in real world. Promotes leadership and social responsibility giving purpose to learning.	Establishing whole-school climate for learning. Developing collective values. learning habits which span economic, social and cultural development. Celebrating individual and collective talents and skills across leaning disciplines. Leadership.