

## **Sabbatical Report-Terry Collett 2008.**

### **Introduction:**

My sabbatical leave covered the last week of term two and much of term three. The professional learning part of the sabbatical was shared with Maurie Abraham, a friend and colleague (Principal of Opotiki College), who accompanied me to America, England and Singapore.

The programme started at Harvard University's The Principals' Centre Graduate School of Education, Cambridge Massachusetts, "Improving Schools: The Art of leadership", June 30-July 8, 2008.

This was followed by "BLC 08 –Building Learning Communities-Expanding the Boundaries of Learning" conference in Boston, July 15-18.

The next part was investigating the "Future Schooling in Knowsley", Liverpool, Programme; a programme developed through British Government's Building Schools for the Future strategy to modernise their schools and curriculum.

The final stage involved a visit to NUS High School (National University of Singapore), which has special focus on students who are high achievers in the sciences and mathematics, as well a meeting with Mrs Belinda Charles, Principal of St Andrew's High School and president of the Singapore National Association of Principals.

The opportunity to travel with a friend and colleague made the educational learning opportunities so much richer. Not only does the companionship make travelling so much more enjoyable, but also the many opportunities for conversations, debates and discussions around professional matters proved invaluable.

I would like to thank Paul Geoghegan, BOT Chairman at Mount Maunganui College and the Board of Trustees, for their very generous support and encouragement in taking this sabbatical leave. I would also like to thank Tina Yule, Acting Principal for her very capable leadership of the college while I was away. Also to the senior management team, Ady van de Beek, Russell Gordon, Reece Goldsmith and Arona Jacobs, who all took on extra responsibilities during this period.

**Principals' Center, Harvard Graduate School of Education, Cambridge, Massachusetts; "Improving Schools: The Art of Leadership". June 30-July 8**

**Monday 30 June:**

**Roland Barth: The Conditions Under Which We Learn Best**

The first address was by Roland Barth who ambushed us into identifying the conditions in which we best learn through identifying an incident in our lives that was life changing. Then we were to consider words that best describe that event. These words, interestingly enough, describe the conditions that allow learning to happen. He then asked us why our schools and classrooms weren't like that? This would be a great whole staff exercise.

Barth suggested that we should ask students about how they learn best. Too often the message schools give to their students is: "Learn, or we will hurt you" (you will fail your exams, not do well in life), rather he suggests, the message students should be getting is: "Learn, or you will hurt yourself".

### **Robert Keegan: Including Ourselves In The 'Improvement Equation': Engaging Our Own Immunity to Change.**

The second was by Robert Keegan who took us through a 4 column process which started by explaining that, despite our best intentions, we rarely achieve goals to bring self-improvement or change but that we could be successful if we addressed the underlying commitments we had to keep doing things the same way.

Each day ends with an hour-long group discussion of issues raised from the seminars during the day. The group has a leader who is usually a past attendee of the programme, and the group remains the same for the length of the programme.

## **Tuesday 1 July**

### **Project Adventure-**

The day was run at an outdoor centre some distance out of Boston. Activities were run in our discussion groups to encourage us to build closer team relationships, consider how we work together to solve problems and to challenge each one of us to try an activity that might be uncomfortable-eg high ropes.

The activities of Project Adventure and the related discussions are built on John Dewey's ideas that the most powerful learning experiences are those that engage learners in posing and solving problems, making meaning, producing products and building understanding. The role of the educator is to create important experiences where students can acquire ideas and skills in their own way.

## **Wednesday 2 July**

### **Jeff Howard- "Achieving the Mission-Proficiency for All Students"**

Jeff Howard is the Russell Bishop of America, and he certainly was a controversial speaker. Having been exposed to this line of thinking, it all made good sense, but many

American teachers were very wary of what he had to say. He affirmed the right of every child to learn and to break the cycle of underdevelopment. He said that tests should reflect the accountability of teacher as much as they show achievement of students.

He spoke of proficiency in academic study:” Do they know it, can they use it?” and character proficiency:” Do they know it, can they show it?” He spoke of immunizing children against negative psychological consequences of failure:

FADAF= Failure and Difficulty Are Feedback

Jeff Howard runs the Efficacy Institute that runs a programme to assist teachers to believe that all students can achieve, and that if they do not, it is not the child’s fault, but the institutions.

[www.efficacy.org](http://www.efficacy.org)

The afternoon session was Kitty Boles –very disappointing speaker. She spoke of making teaching a real profession, but was very unconvincing.

### **Thursday 3 July-John Collins, “Improving Performance Through Writing and Thinking Across the Curriculum”.**

John Collin’s presentation was one of the more inspiring and entertaining presentations of the programme in which he presented a five stage-writing programme detailed in his book (title above). He may also be coming as a speaker to the SPANZ conference on 2009.

Collin’s quotes Mike Schmoker from his book “Results Now”, noting that “ the value of writing becomes clear only when we understand how it enables students to connect the dots in their learning....The very act of writing –and revising-teaches us to identify and correct contradictions, to refine and improve and clarify our thoughts-to think”.

Collin’s goal is to give all teachers in all schools a unified, research based programme that can be used in all classrooms in all subject areas from grades four to twelve.

**Type One Writing:** writing to get ideas on paper, brainstorming, idea generating, recollecting, data gathering, exploring or questioning phase of the writing and thinking process.

**Type Two Writing:** shows that the writer knows something about a topic or has thought about a topic; it is best as a quiz.

**Type Three Writing:** Has substantive content and meets up to three specific standards called focus correction area. Writers of type three must create a draft, read it aloud, and review it to see if the draft meets the following criteria: completes the assignment, is easy to read, and avoids problems in the focus correction areas.

**Type Four Writing:** Is type three writing that has been read aloud and critiqued by another. It requires two drafts and is the most effective and efficient of all of the types at improving writing skills.

**Type Five Writing:** is of published quality. It can go outside of the classroom without explanation or qualification. This might require multiple drafts, and because of the time required, such writing is usually considered a major project.

Collin's book details the approach with many suggestions on how to implement the programme.

### **Barry Jentz-Communicating to Improve Performance**

Barry Jentz gave an interesting presentation through interviewing participants to show a predictable blindness to how we receive and give negative information about our own performance and that of others. He introduced a mind-and-skill set to close the gap between what we think we do and actually do. By closing the gap, we become trustworthy and credible, and thus position ourselves to advance our agendas for improving performance.

### **Friday 4 July-American Independence Day**

#### **Lorraine Monroe, President and CEO of the Lorraine Monroe Leadership institute.**

Lorraine Monroe is an inspirational speaker who spoke of her past experience as a principal who has turned around at-risk schools and her current experience as a consultant with the LMLI.

Monroe set clear expectations for her students and teaches that were non negotiable. She had twelve non-negotiable rules and regulations for students, and for teachers "The Three P's of the Blackboard Configuration": Purpose, Process and Pay-Off. Each teacher had to have on their board Homework, Do Now and Aim: To learn....

The Blackboard Configuration (**Purpose**) is a visual illustration of the teacher's commitment to instruction. It reflects the teacher's plan for a lesson with a coherent beginning, middle and end. The BBC allows the student to know what they will learn in each class. It helps both the teacher and students to organize and to stay focused.

**Process**, the BBC should be used daily by every teacher in every classroom, thereby providing a school wide organizational tool that students expect.

**The Pay-Off** is that the consistent and pervasive use of the BBC fosters teacher growth and increases student achievement.

During the three-hour presentation, Monroe provided details of her lesson and pedagogy programme that reinforce much of the good practice we see in our classrooms. Her ideas and notes form a useful reminder of what is good practice, and what it should look like in the classroom.

Being Independence Day, classes finished early at 12.30pm so people could attend to ID celebrations. It was great to be part of this and the evening was spent down town Boston and then we joined over half a million Bostonians along the banks of the Charles River to listen to the Boston Pops Orchestra and see an amazing fireworks display later in the evening.

She had three demands:

- Don't tolerate incompetent teachers
- Increase the experiences for children
- Take kids where we would like to take our own kids

'Teachers are the "interrupters" of poverty, unwanted children, drug addiction etc.'

"The No 2 pencil does not know the colour of the brain that is doing the writing down of good ideas..."

"The school must recognize the gaps in a child's experience, and fill them".

"BUT FOR ME this child might fail-can't take the risk"

7 Essential Questions:

1. What do I emanate as a leader/teacher?
2. What really matters to me in this work? In my life?
3. What difference can I make right here, right now?
4. Is what I am planning, doing, accepting –moving the dream of my children's life?
5. Who or what is standing in the way of my creating my dream of excellence?
6. What will I no longer accept?
7. Am I capable of transcending all of the obstacles in the way of my dreams and plans for my school and my children?

**Saturday 5 July**

**Janice Jackson-"Leadership Begins with Self"**

A good session about the importance of understanding who we are before we can be effective leaders. She spent a lot of her time discussing the importance of our roles as developing 21<sup>st</sup> Century thinkers. Students who are expert thinkers, complex communicators, and who have a strong sense of their world.

[www.whatkidscando.org](http://www.whatkidscando.org)- children talking about their experiences at school.

Definition of leadership:” The process of influencing others to achieve mutually agreed upon purposes for the organization”.

### **Kim Marshal-“Rethinking Supervision and Evaluation”**

An excellent presentation on a skill of observing teachers in the classroom in a manageable fashion. Effective performance appraisal system that encourages growth in the teacher and affirms their work. Acknowledges competence but also identifies if early support is needed in a non-threatening manner.

Marshall presented an appraisal process that involves short, frequent, unannounced mini observations with face to face feedback to teaches, and uses a well-crafted evaluation rubric for summative teacher evaluation. He suggests that his approach makes it possible for principals and teacher teams to focus on the real driver of high achievement for all students: an ongoing analysis of whether students are learning and how teaching can be continuously improved.

### **Sunday 6 July**

#### **Pamela Mason-**

#### **Pamela Mason-Effective School Wide Reading Programmes**

This was the only second poor presentation.

#### **Hunter Gehlbach-Survey Design Fundamentals**

This was a very practical presentation on how to design an effective survey. Useful notes to refer back to.

### **Monday 7 July**

#### **Jim Honan- Use of Data**

Useful introduction into what data is necessary to provide information to support goals, teaching and learning. Case study of Florida school, useful insight into data driven American schools.

#### **Lee Teitel- Partnership and Networking**

Transactional to transformative partnerships. Analysis of types of partnerships necessary to achieve mission.

**Tuesday 8 July**

**Bob Fogel- Institutional Change Model-Congruence**

Interesting presentation on change management through a model called congruence. Used changed to NYPD pre and post 1994 as an example.

[bfogel@babson.edu](mailto:bfogel@babson.edu)

AOL wound up with the presentation of certificates and usual farewell speeches.

**Summary:**

The opportunity to attend the Harvard Graduate School of education has been tremendous. The programmes were stimulating, providing new ideas and reflection on current leadership practice. The opportunity to discuss ideas with other principals, mainly American, also provides the opportunity to consider our NZ education system in a different light as they were curious and interested in how we do things in this country.

Important ideas I will follow up from this programme:

- Review data that we collect in the college and identify specific skills to be achieved at each year level
- What achievement data needs to be collected
- Strategies to achieve outcomes that result from data analysis
- Re visit the views of Jeff Howard;” Achieving the Mission-Proficiency for All Students” Reaffirm philosophy and pedagogy that underpins Te Kotahitanga
- Type 1-5 Writing Strategies- John Collins
- Kim Marshall’s teacher appraisal system
- Review ideas of Janice Jackson-“Leadership Begins with Self”

**BLC 08 Building Learning Communities-Summer Conference July 2008.  
Boston, USA.**

**Tuesday 15 July-Pre Conference Visit to MET School, Providence, Rhode Island.  
Big Picture Company**

[www.bigpicture.org](http://www.bigpicture.org)

[www.bigpictureonline.org](http://www.bigpictureonline.org)

Visited the MET School in providence, Rhode Island. We were given a run down on how the college works by two teachers from the college and shown around by students. This is an alternative education system called the “Big Picture Company” that focuses on

individualized programmes that relate the education of the students through internships that they choose (working with businesses, hospitals, early childhood centres etc). The school is arranged into 4 schools of 150 students each, and the schools are broken down into advisory groups of 15 students per advisor.

The advisor stays with the students for four years and monitors their internship, goal setting, presentation of work and their Learning Plan. The process of learning is LTI- Learning through Internship. Students negotiate an individual learning plan each term with their tutor, parents and mentor. There is a quarterly public presentation to their tutor, tutor group and parents.

A balance of learning is built around the Five Learning Goals: Empirical Reasoning (Scientific research process), Quantitative Reasoning mathematics), Communication, Social reasoning (people's perspectives) and Personal Qualities.

Refer: [www.bigpicture.org](http://www.bigpicture.org) or [www.bigpictureonline.org](http://www.bigpictureonline.org)

The purpose of MET schools is based on the following premises:

- The student learns best when an active participant in his/her own education
- Personalised
- School based learning is blended with outside experiences that heighten the student's interest
- Students learn when engaged
- Personally involved in the topic
- Actually doing and problem solving
- Relevance

“When the same work is required of all students, it is unlikely all students will benefit equally”.

This model of education has definite possibilities, and fits neatly with current thinking around the consultation on Schools Plus in New Zealand. There may be some way that this type of programme could be used to modify the Gateway programme at MMC.

The very strong emphasis on personalised learning is successfully demonstrated in this school as over 80% of its students meet college entry standards by the end of their 4 years at the MET School.

### **Wednesday 16 July**

#### **Pat Kyle: The Village Well: Fresh Modern Spaces Inspire an International School Library**

Showed us new library built at the Washington International School. Principles of design based around flexibility of space, project studios, IT capable, big screen for larger group



presentations, space for smaller group/individual conferencing, light and open, plenty of power outlets.

“Don’t build a new old building”.

Also viewed a social studies programme using google maps to bring project alive for the students.

[www.patricia.kyle@gmail.com](mailto:www.patricia.kyle@gmail.com)

### **Ewan McIntosh: Not All Native Wit: From Creativity to Ingenuity**

**Key Note Speaker:** Ewan McIntosh, National Advisor Learning and technology Futures, Scotland.

<http://www.twitter.com>

[www.ewanmcintosh.com](http://www.ewanmcintosh.com)

[www.itscotland.org.uk](http://www.itscotland.org.uk)

[www.edu.blogs.com](http://www.edu.blogs.com)

[www.glowscotland.org](http://www.glowscotland.org)

“It’s not all native wit, from creativity to ingenuity”. Speech was built around effective teaching being based on: Teachers being interesting, quality teaching, participation culture (not tools).

Challenged teachers to accept that students are using technology in their private lives and there is a need to use their tools to support teaching.

McIntosh said:

- Be interesting-you’ve got to be interested in everything
- Tools don’t get socially interesting until they get technologically boring
- 90% of 15-25 year olds in England visited a social network in the last month
- MySpace is the 3<sup>rd</sup> biggest country in the world
- Social networks allow students to become activists
- Quality teachers-improve outcomes, improve instruction

### **David Truss: This My Blog Has taught Me**

<http://pairadimes.davidtruss.com>

<http://sciencealive.wikispaces.com>

Session was a discussion about the use of blog sites. Referred to book: “The World is Flat: Short History 21<sup>st</sup> Century” –Thomas L Friedman

### **Webplay: Drama and Technology**

: WebPlay –Drama and Technology.

This was a mistake as my first choice was cancelled. Drama techniques that can be brought as a package.

[www.think.com](http://www.think.com)

**Lauren Panton: Practical pedagogy: Web 2.0 On line learning and Professional Development (Manager Instructional Technology, Chatham University)**

Discussion of a range of on line engines for Professional Development Learning Communities:

Diigo, Classroom 2.0, Voicethread.com, Slideshow, chinswing.com, podcast, webinar

[www.diigo.com](http://www.diigo.com)

<http://www.classroom2.0.com>

<http://www.voicethread.com>

<http://www.slideshare.com>

**Thursday 17 July**

**Donna Drasch and Rebecca Pilver: “The Best of Two Worlds-Creating the Environment for 21<sup>st</sup> Century Learning”**

An introduction to a reading programme that involved students through wikis. Students are introduced to parts of a novel and instructed on how they can comment on these. Discussion is put on a wiki, with clear guidelines about appropriate language etc. Concept of the Interest Foldable Book. This could work well with Year 9 and 10 students. Links can be put in to expand on areas of interest that arise from the novel discussions or subject matter. Interest and involvement increased, but also a noticeable shift in literacy skills and research technique. Programme comes with formative assessment matrixes, lesson plans and resources for teachers. Matrix also to cover skills similar to “key competencies” on student discussion responses, reading comprehension, communication and collaboration.

What is a good discussion response? Lesson on this. Matrix for discussion.

Also a science project “Scientists as Endangered Species”.

[www.sblceastconn.org/nutmegbooks2009.htm](http://www.sblceastconn.org/nutmegbooks2009.htm)

Foldables are at :Wiki <http://foldables.wikispaces.com>

Formative Assessment:

[www.sblceastconn.org/FormativeAssessmentforStudentDiscussion.pdf](http://www.sblceastconn.org/FormativeAssessmentforStudentDiscussion.pdf)

If...Then: [www.sblceastconn.org/gooddiscussion.htm](http://www.sblceastconn.org/gooddiscussion.htm)

Book Trailer Lesson: [www.sblceastconn.org/booktrailers.htm](http://www.sblceastconn.org/booktrailers.htm)

Science Project Design Template:

<http://getreal.wikispaces.com/space/showimage/ScientistProjectDesignOutline.pdf>

Developers' Network Wiki: <http://scientists.sblc.wikispaces.net>

John Davitt: "Setting Learning Free; The Difference Engine Runs Again".

Humorous presentation on the need to engage students with the tools of 21<sup>st</sup> Century.

[johndavitt@mac.com](mailto:johndavitt@mac.com)

[www.learningscore.org](http://www.learningscore.org)

[www.newtools.org](http://www.newtools.org)

### **Alan November-"Designing Schools"**

A fairly general discussion on what needs to be considered before the design process starts.

- Big trends
- Scenarios eg Bird Flu, Courses offered by other learning institutions
- Map of Learning Ecology –natural resources, human resources, organization

### **Lainie McGann: "Blogging, It's Elementary"**

Introduction on : [www.commoncraft.com](http://www.commoncraft.com)

Post categories to archive

<http://hopeblog.ethink.org.uk>

Look at:

[www.Diigo.com](http://www.Diigo.com)

[www.del.ico.us.com](http://www.del.ico.us.com)

[www.zamzar.com](http://www.zamzar.com) -to take videos from UTube

[www.lainiemcgann.com](http://www.lainiemcgann.com)

Ewan McIntosh: "We're Adopting: One Year On".

Not a good presentation –rambling discussion of the Scottish system.

This conference has been a great introduction to all of the possibilities that IT offers to support teaching and learning. All of the people present are either taking notes on their laptops, palms or smart phones. Many of them certainly seem to be well skilled in using blogs, wikis and a multitude of other programmes that support learning communities and student learning. I think we have some way to catch up in NZ, although I suspect the people at this conference are well ahead of the majority of teachers in the states.

**Friday 18 July**

**Jim Wenzloff: “RSS-Really Simple Syndication Tool”**

RSS is a google tool that allows you to pull information from other sites, blogs etc into your blog, so you don't have to go searching all over the place for stuff.

Google-more-even more-reader (add as a tool)-go to a blog-RSS.2.0-add to google reader.

Add : [www.news.google.com](http://www.news.google.com) , copy and paste address

[www.del.icio.us](http://www.del.icio.us) → google → more → even more → Reader (add as a tool) → go to a blog → RSS 2.0 → ad to google reader

**Lainie McGann: Social Bookmarking:It's About Information Collaboration –**

[www.lainiemcgann.com](http://www.lainiemcgann.com)

The Human Network –cisco

Bookmarks saved on line, so they can be accessed from any location, any computer.

Information clips on web 2.0 on [www.commoncraft.com](http://www.commoncraft.com) useful for staff instruction

Bookmarking programmes: [www.del.icio.us.com](http://www.del.icio.us.com) or [www.diigo.com](http://www.diigo.com)

<http://del.icio.us/lainiemcgann>

<http://del.icio.us/url> good comments on sites eg hate site [www.MartinLutherKing.com](http://www.MartinLutherKing.com)

Advantages:

- Human touch
- Save once and tag-websites that fit into multiple research topics
- Share-colleagues and students
- Find others and subscribe to their account if similar interests
- Create new communities of users around a topic
- Make public or private
- Share via RSS

Disadvantages:

- Services do go away
- Tools still evolving
- No consistency on how to tag
- Storing data in another location

**Keynote Address: Dr Pedro Noguera –“Changing the Culture of Schools-  
Re-Imagining Schools:Creating Schools that Promote Academic Excellence.”**

An emotional address on the failure of American schools to meet the needs of their Afro American and new immigrant students. Over 50% students in American schools drop out. Noguera spoke of the obstacles to creating the schools America needs, the lessons that can be learnt from high performing schools and suggestions on how they might implement change. While he saw merits in the NCLB Policy, many schools do not treat kids well and limit their ability to reach their potential because of low expectations.

He commented that schools cannot ignore what happens outside of the school, and must put in place the conditions to allow learning to take place, health support, comfort, food, mentors etc.

Changes in American education have been “fads”, not enough follow through, focus on a “quick fix”, too top down, no teacher buy in, insufficient attention to school culture.

Noguera’s advice is to do less of what does not work, and more of what does work.

Lessons from high performing schools:

- Culture of high expectations
- Focus on the “whole child”
- Strategic partnerships
- High standards
- Countering race and gender stereotypes

Effective Schools:

- Systems to monitor academic performance data to make decisions about school improvement
- Constant assessment-diagnostic, formative
- Shared and distributed leadership
- Culture of high expectations for all
- System of mutual accountability for teachers, students and parents
- Staff understand external pressures students face and devise ways to counter these
- Adopts strategies to help students to plan and think concretely about their futures
- Commitment to excellence and equity
- Code switching is taught explicitly eg speech, dress, demeanour

Implementing Change: Doing less of what doesn’t work.

- Blaming students and parents for low performance
- Treat teaching and learning as being disconnected
- Group students by ability in ways that reinforce stereotypes
- Ignore the morale and legitimate concerns of staff
- Don’t treat parents as partners

Discipline is punitive and not rooted in values

Do more of what does work:

- Extend learning time-not more of the same

- Address anti-intellectualism
- Mentoring
- Intervene early
- Pedagogy that works
- Professional development

### **- Jim Wenzloff -Web 2.0 for Newbies**

Session on Web 2.0 tools such as protopage, gcast, blogs and notebook

[jim@novemberlearning.com](mailto:jim@novemberlearning.com)

[www.zamzar.com](http://www.zamzar.com) for downloading video clips from utube

[www.protopage.com](http://www.protopage.com) create links for classes

[www.gcast.com](http://www.gcast.com) recording voice/sound and posting on blog

### **General Comment:**

The Alan November conferences apparently have grown in popularity over about 15 years. The success of this conference is that it is full of workshops run by practitioners, with keynote addresses being limited to one a day, and only for one hour in length.

This has been a valuable conference and I would highly recommend to New Zealand senior managers and teachers.

Actions:

- Further advance discussions already begun with the SMT to investigate ways that we can introduce Tutor Groups or Learning Groups restricted to 15-18 students. This is also a good opportunity to redefine the roll of the Tutor/ Form Teacher to assist students to develop individual learning plans, monitor career pathways/course selection, engage regularly with families and identify leaning support that might be required. ( see notes on MET Schools)
- Further the use of web 2.0 tools for teaching and learning purposes,. Especially use of blogs and wikis.
- Develop plans to modify the present library into a modern resource/learning centre with many flexible spaces for individual student research, mentoring and small group work.

### **Knowsley, Merseyside, UK/NUS High School of math and Science-Singapore**

#### **Knowsley, Merseyside**

- British Government investing \$14b over 15 years on “Schools for the Future”
- “Future Schooling in Knowsley” proposal was approved as one of the first wave of projects

- Low socio-economic area, low academic achievement
- 10 secondary schools to be replaced with 7 Centres of Learning (CLs)-being built concurrently, to be opened by September 2010
- From 8am-6pm CLs will be for the school use only; from 6pm for community use
- The starting point was what teaching/learning should look like
- Knowsley secondary students have a history of low academic achievement and reluctance to attend school –so schools needed to be/do something *different*
- Knowsley Borough adopted the Tasmanian “Essential Learnings Framework” (similar to NZ’s new Curriculum)

#### Design:

- The project is not principally about property, but about changes to learning
- Decisions about property provision will support planned improvements in academic achievement
- Local students were consulted about building design
- Students wanted: to be treated “like VIPs”; comfortable furniture; different, more attractive spaces; ICT

Effective pedagogy will create effective classrooms.....

- Space will show its purpose is learning
- Spaces will contain information and support for learning activities
- Furniture and ICT provision will facilitate positive learning experiences, and will be flexible to allow a variety of learning structures and student groupings
- Furniture will be adapted to suit requirements of students with special needs and disabilities
- The classroom environment, including furnishings, will be welcoming, attractive, safe and comfortable; light and heating will be managed to ensure learning areas are comfortable throughout year

*Where learning areas are shared by different teachers, there will be:*

- A consistent approach to managing the physical environment
- A sense of ownership and belonging secured for all staff and students
- Clear and accessible travel routes
- Agreed staff and student protocols regarding noise levels, movement between spaces

#### Design

- School design was heavily influenced by Prakash Nair’s ideas
- All learning studios will be 90m<sup>2</sup>
- Some will have moveable/flexible walls in between
- Rooms will be arranged in ‘home bases’ with 8 rooms plus interior spaces between rooms, forming a home base for the student year level (eg Y7s) using those rooms

## Funding and Project Management

- Construction through a Private Funding Initiative (PFI) –British government is encouraging public/private sector initiatives
- A company “Transform” is project managing the construction of all Knowsley CLs, and will maintain them for 25 years
- Will be relatively costly whenever a change is wanted; head teachers have no say in budget
- IT contract let separately to the building contract

## Centres for Learning -planned openings

- First one planned for Jan 2009; one opening April 2009; three opening September 2009; one opening January 2010
- Construction planned to be undertaken in the most cost effective way by, for example, having earthmovers on one site, moving onto the next, and so on

## Types of School

- Existing secondary schools have specialisations and special; characters, and this will carry over into the CLs
- Specialisations include modern languages, media and fine arts, and sports
- Special; character schools: Roman Catholic, and another is a combined Catholic/Church of England

## **NUS High School of math and Science**

- Affiliated to the National University of Singapore (NUS)
- Enrols students who are gifted and talented in Maths and Science
- Ensures a broad education through compulsory study in arts and humanities
- Has no lectures-instead has tutorials with small groups, practicals, field trips, independent learning
- Motto: “Experiment, Explore, Excel”
- 893 students – 1000 (max) in 2010
- 1:10- teacher: student ratio

## Design

- Designed by Prakash Nair
- Courtyards and gardens throughout; includes ecopond
- Flexible spaces and furniture
- Large open spaces between rooms
- Very wide corridors, with tables and bench seating
- Library-large, spacious, light; colourful seating, some soft, some hard plastic; leads out to a planted courtyard, which in turn leads out to a planted courtyard, which in turn leads to the canteen



*The buildings themselves add to student learning, for example...*

- A “Math Walk” is on the concourse (a very wide covered way running the length of a block) –stainless steel plates set in aggregate stone in a long row, with names of various famous mathematicians and their discoveries in date order over the years
- Inset in the concourse ceiling is suspended an arrangement of coloured shapes representing DNA molecules

Outcomes;

- Use the building design features in future building developments in Mount Maunganui College
- Review staff appraisal systems with a strong reference to the 5 minute appraisal system
- Review form class/tutor group structure and management to better monitor student progress and learning and to build stronger relationships with families
- Investigate introduction of writing programme of John Collins
- Develop an IT plan to further develop teacher use of IT in their teaching and learning centred on ideas developed at the BLC 08 Conference