

Westfield Scholarship Diary - Helen Gourley

Friday 11 May – Depart Hobart/Sydney to Bangkok

Saturday 12 May arrive and overnight in Bangkok

Sunday 13 May – Travel to Helsinki

Evening meeting with Finnish Educational Host, Mrs. Susanne Sjoblom, to plan school visits and share information about education in Finland.

Susanne was a very welcoming and generous host, driving long distances to meet me, coordinating visits to schools, assisting with public transport and providing useful literature to assist my research.

Although Finland has outstanding results in international literacy and numeracy testing, this is achieved in a country where

- all teachers are very highly qualified, all having a masters degree;
- there are no private schools, everyone goes to their neighbourhood school – all schools are the same, family background has little effect on student achievement – Finnish schools are very consistent in achievement;
- education is strongly supported and funded by the entire community;
- all students study English from grade 3 – movies have English subtitles (lots of English speaking movies);
- very homogeneous country in terms of cultural and ethnic diversity, there are very few immigrants;
- Swedish speakers make up 5% of population. Swedish, English and Finnish are all taught – most people bi-lingual;
- free good quality lunches;
- all education is free, including university;
- for ages up to 16 all excursions free, children must not be disadvantaged;
- retention: basic education until 16 years old, students can leave to a job but if they do not get a job there is no 'job search'; and
- students are not suspended from school, except with the permission of parents, but schools have significant social work/guidance officer/ support teacher support.

Furthermore, class sizes appear to be much lower than those experienced in Australia (in the schools I visited classes ranged in size from 8 – 22, with practical classes having a mandated maximum of 16 students.

Monday 14 May – travel by bus to Jarvenperan Koula in Espoo
(A Comprehensive Upper Level, years 7 – 9 with Headmaster, Sisko Savolainen)

Brief Observations

- Year is divided into 5 ‘semesters’ – students enrol for 8 weeks course, study for 3 * 75 minutes per week for 8 weeks
- Students undertake CORE and compulsory languages (3) – may or may not do these all year, but there are some compulsory requirements – students can choose when they complete the courses
- Choose 4 from Arts, Cooking, Sports, Textiles, Music, Technics (MDT/ICT) and languages
- Students ‘sign up’ to a particular class by writing their name on a class list on each teacher’s door
- Classes are small 8 – 18, max for Technics is 16, none over 24
- Teachers are only paid for their contact hours, they go home between classes.



The Graduation Dinner (year nine) is held at the school – with the year eight students doing all of the organising and catering

Tuesday 15 May – collected by Susanne and travel Lohja to visit 2 schools Jarefeltin Koula, Headmaster Seppa Jarvikivi and Muijalan Koula, Headmaster Kaarina Kuusisto

Brief Observations

Jarefeltin Koula

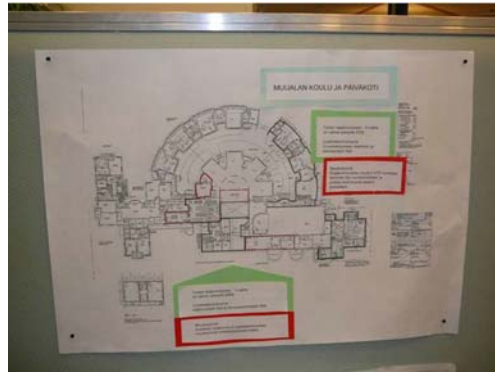
- Traditional curriculum, but innovation in MDT and use of technology – particular for junior students eg ‘design a boat with refugees in mind’. Electronics located within the ‘normal’ MDT workshops
- Healthy school lunches provided by extensive cafeteria – staff and students eat together and share the space
- Sinks for student use in corridors allows for easier supervision.



The boats are designed, build and tested in a water canal.

Muijalan Koula

- School designed in stages, around a curved 'learning street' with places for whole of class, small group and individual work
- Spaces are connected by a variety of innovative spaces – all corridor spaces divided into 'nooks and crannies' with comfortable informal seating
- Students highly motivated and taking responsibility for own learning – PBL very strong in grades 6 – 8



Plans for the school, evolve into a circular learning street' as the school grows. Although initially controversial (as Kaarina's vision was very different to other schools), the school has become hugely successful.

Susanne kindly drops me at the airport ready for the journey to Copenhagen

Wednesday 16 May – travel by taxi to Copenhagen International School Principal, Elisabeth Stanners. Taxi driver interested in Mary Donaldson and Tasmania, commenting on how well she has fitted into Danish Royal Family. Return to hotel by train, public transport very efficient and easy to navigate.

Brief Observations

- 3 – year 5 years old (primary school) – very early start to school
- 6 – 8 Middle School and 9 – 10 Upper
- Years 11 – 12 undertake the IB
- Fully included, approx one special needs child per class with 1.6 FTE for Special Needs support
- Small classes (12 – 18)
- 9/12 teachers must have a research based Masters Degree
- Teachers are encouraged to undertake post grad degrees
- Children raise a lot of money for service in other countries – they go there to give the money (Denmark has generous, comprehensive social security and social justice practices – its hard to find local charities to support.)
- Thematic approach, CORE teacher co-plan, eg Love and Relationships – Science (physiological), Maths (genetics), English (Romeo and Juliet)



Cafeteria, with fabulous skylight.

- Each child is measured against his or her own progress – no comparisons between students
- Reporting – students lead a portfolio conference (3 way) – the school devotes 2 full days to this – teachers prepare students to reflect on their progress/learning
- Class teachers do most of the discipline – very few incidents are referred to senior staff
- Learning to learn programme big focus, focused learning and meta-cognition explicit
- Need to maximize students learning by explicitly teaching organisation skills, reading skills, scaffolding the learning
- Cross disciplinary teams with 1 teacher teaching across both classes for a year group
- CORE/OPTIONS teachers interview each other at a PL day, & represent each others job to the staff



'Attic' art room utilising good use of light.

- Teams have 2 hours common planning time – meeting times are time tabled
- Activity weeks – time table suspended for a week.

Thursday 17 May. The weather has changed and it's cold and wet, it's a public holiday and the streets are deserted. After walking around the older part of the city, on return to the hotel, there is a huge crowd of (mostly) men in coloured scarfs and jacket toting cartons on beer – lots of singing and movement – looks like they are off to the soccer. Train to the airport and then a short flight to Amsterdam. Fast train to the hotel, the Golden Tulip, and make contact with host Mr. Win de Visser (The Netherlands iNet representative).

Friday 18 May. It is another public holiday in Western Europe, but Mr. de Visser and Facility Manager, Mr. BJ Westerhof collect me from the station at Arnhem and show me their wonderful new school, Over Betuwe College.

- 3 stages of education, from age 3. PS, years 1 – 8 (ages 4 – 12)
- Bridges years (middle school), secondary years 1 - 2 (ages 12 – 14) a general education, students undertake 14 subjects during this time
- Secondary, years 3 – 4 (ages 15 – 16)
- Tertiary – VWO (15% most able) undertake secondary 5 – 6 (then uni)
- Tertiary – HAVO (higher general) secondary 5 (higher education for professional training or a few transition to VWO for year 6) 20%
- Vocational – VMBO 4 years extended voc ed (it's possible to transition to VWO or HAVO – not common) 65%
- Classes are streamed from years 7/8



Teacher's spaces are transparent, so students 'see' teachers at work.

<ul style="list-style-type: none"> • There is a right to choose own school, but 95% are local to the school • Some teachers teach middle years only • BW Westerhof manages the facility of this school and 6 others • Cleaning, maintenance etc is outsourced (50,000m2 building space and 3500FTE are involved) • Started to build in Nov 2005 for 650 students and 6,000m2 • Included flexibility for growth, able to put another level on top to make 2 stories on the entire footprint • Worked with the constructor, architect and facilities on the design and build • Important to know what you want before building – expensive to change! Design needs to be open and flexible • Design needs to be stimulating for people to do their jobs 	 <p>Research Lab for students doing long term science project based learning</p> <ul style="list-style-type: none"> • Trespa (artificial skin) http://www.trespa.com/apac/ - • People can't hide in the building, but teacher say 'I feel free'. • Bridge (Middle school) – safe environment with good transition programme
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Wim drops me back at the train station, we stop briefly when a stream of professional bike riders sweep past as part of a big race.

Return to hotel by early evening, in time to travel into Amsterdam for a huge choice of restaurants for dinner. Weekend relaxing in Amsterdam, departing for Heathrow, London on Sunday afternoon. Evening of 21 May spent at a hotel convenient to Paddington Station ready for travel north tomorrow morning.

Monday 21 May – train to Shifnal, use taxi to go to Park House Hotel – elegant accommodation in what must have started life as a grand country mansion and make contact with tomorrow's school; the fantastic Hadley Learning Centre.

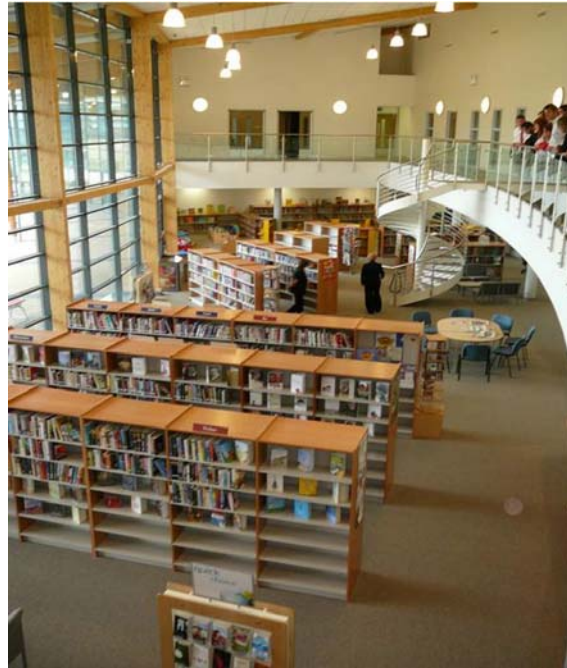
Tuesday 22 May – visit Hadley Learning Centre, Head Teacher Dr Gill Eatough, and host Mr. Paul Topping, Head of the Secondary School. Fantastic new building catering for birth – Year 13. Built at a cost of £70m \$A200m as a private-public partnership (PFI), designed as seamless from nursery to pre-tertiary (25 year mortgage basis –maintained by the public company, Interserve, with outsourced services – catering, cleaning, grounds). Maintenance is automatically and quickly completed by the company.

<ul style="list-style-type: none"> • Children 'felt' bereavement' on moving to the new school • The head teacher, head of senior and primary schools were selected 12 months in advance of the school opening and 'off line' teachers were selected – about 50% from old school were appointed • A special school, secondary school and 	<ul style="list-style-type: none"> • Has 150 place secure unit for highly disabled students – amazing facilities (including a light room– everything white and a black room – all black to stimulate the senses) –the best program for high needs students imaginable. They have a curriculum in each learning area that is modified to their skill levels, with significant staffing.
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two primary schools were relocated to the site. 1500FTE (180 per year group and 420 PS). There are also 2 creches on site, one private and one public.

- HS teachers undertake 1 hour per week with PS class (eg textiles class) and PS teachers 1 hour in HS. PS classes 'visit' the HS classrooms for their lessons
- Full service school, open from 8 am to 6 pm, has large welcoming entrance and café where parents can get snacks at modest prices – was well used the morning I was there.
- There is a strong relationship with VET college and big engineering base
- Telford has high SES, but school maintains high standards of uniform, behaviour and expectations of learning
- Students enroll and reports are done online.
- Significant support – each year group has a full time support person who is located in a very well designed area – students can come out of class for individual help (or be recommended by teachers for support like a tutorial) – pastoral care undertaken by a team of support staff
- ESD – automatic ventilation, night cooling and venting, photovoltaic panels, sedum roof, automatic lights, CO2 and O2 monitors that activate windows, electronic security, plasma walls in reception and some corridors for messages, ICT very advanced
- Project with the BBC to make short media pieces for radio (2 min for morning breakfast programme) and in-house TV – great self esteem boost, see www.bbc.co.uk
- Student parliament is very strong, with a local school board person supporting students as they elect and manage their programmes.
 - Green team – environment
 - Safety Circle – bullying policy development etc


Age range 3 months to 16 yo in the same school



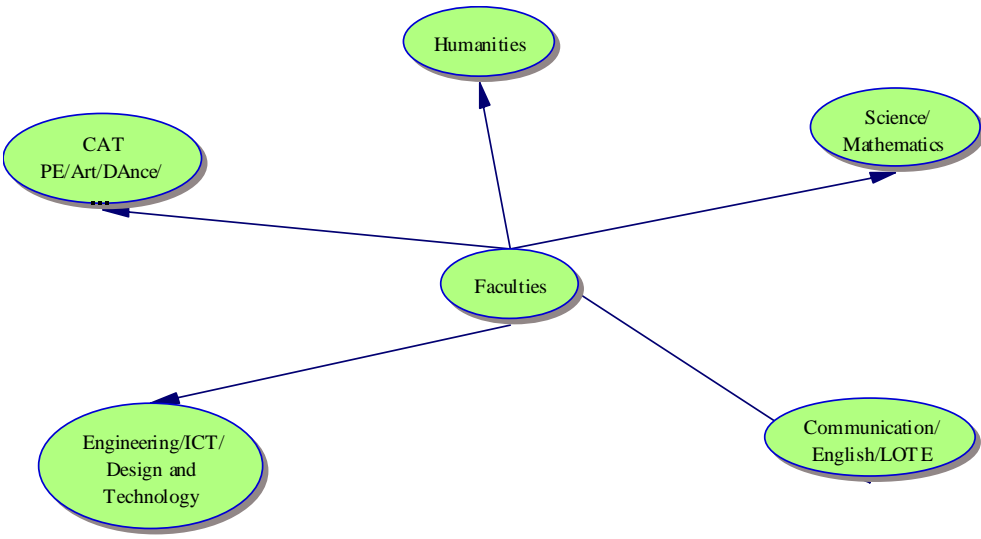
The library is open and light – lots of glass, the upper walkway allows for easy supervision.



Energy and air quality is visible and forms part of the learning programme

<ul style="list-style-type: none"> ▪ 'A' team – whole school council ▪ Culture Club – rewards, trips 107 ▪ Premiership Team – sport ▪ Media and Publicity Group • Each team has elected representatives and a logo. Several staff members on each team. 	 <p style="text-align: center;">Values statements 'writ large' on the walls.</p>
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Interesting organisational structure – HPE a part of CAT



Tuesday 22 May – late afternoon, travel by train to Macclesfield – travel by taxi to the Stanley Arms a very old hotel set in picturesque English countryside of narrow lanes and freestanding dry rock walls – about the only living things to be seen are some very woolly sheep and at top of the hill some para-gliders are enjoying the high winds. The ‘highest’ pub in England can be seen from the window of the room.

Wednesday 23 May – Early start, yesterday’s taxi takes me to Congleton to visit two schools, Eaton Banks, Head Teacher Mr. Paul Roberts and Congleton High School, Head Teacher Mr. David Hermitt. Paul has organised a programme for me to have a talk to him, spend some time in several classrooms and then go across town to Congleton High School. Assistant Principal Ann Webb kindly looks after me. Paul has visited Tasmania and has used various parts of our ELs curriculum in his planning at Eaton Banks. Paul is a member of iNet.

Eaton Banks

- Pedagogy, very strong teaching staff, teaching for understanding
- Year 7 students do 'Opening Minds' - capacity building course that focuses on development of personal and academic skills and competencies
http://www.rsa.org.uk/projects/curriculum_network.asp
- Focus on citizenship, learning to learn, managing information, managing people, managing situations (cw CLV and CIS and our own PF courses)
- Fixed curriculum for years 7 – 9, only English, mathematics and science in CORE; 1 hour lessons, ½ CORE and ½ Options type courses
- Significant learning support, in class for learning difficulties and extension
- Rich task days – interdisciplinary opportunity in mixed age groups
- Emphasis on personalised learning
- Reward system (merit marks lead to bronze, silver and gold awards)
- Uniform strong emphasis

Congleton High School

http://www.congleton-cheshire.co.uk/congleton_schools.htm

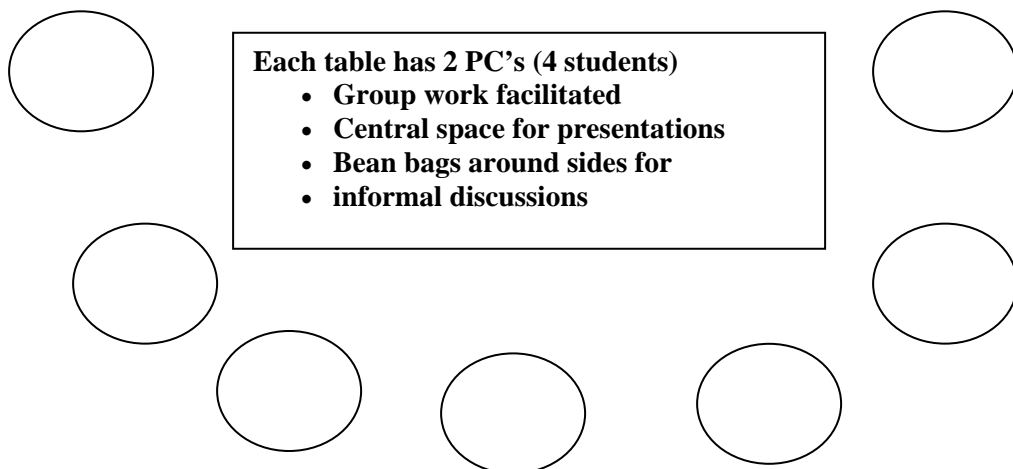
David is an engineer and has other engineering qualified teachers on staff. The school is therefore able to offer a range of authentic PBL opportunities

- Specialise school for Design and Technology – has relationship with South Cheshire College re VET courses and use of equipment re aircraft engineering and ICT with Astra/Zeneca – undertake a project each year (viscosity measure for drug manufacture)
 - Students work with an engineer, design and make a prototype & give a presentation. The projects can form part of a commercial application.
- Each year level has an overall theme
 - Engineering for enclosures (zoo) year 7
 - Water for life – year 8
 - Flight – year 9 (kites, parachutes, dance)
 - Media – year 10
- Engineering week. Cross disciplinary teams work on a project eg robots – work in teams to solve problems, creative innovation, team work
- burglary demographics in geography – patterns of crime, art see photos
- Lego Mindstorm – year 7/8 built a Lego robot that was light controlled (challenge with Hamburg University)
- Set a challenge – they form a company to build fork lift trucks, presentation, marketing – five day challenge (cw Alfriston College and CIS)

Thursday 24 May – taxi to the station and train to Whitley Bay. This is a typical English seaside resort that seems to be struggling to compete with cheap holidays to Spain. People are very helpful with choice of restaurant for an evening meal as the summer season is yet to start. Contact tomorrow's school to finalise arrangements and get explicit directions to get there.

Friday 25 May – taxi to Cramlington to visit Cramlington Community School, www.cchsonline.co.uk, Head Teacher, Mr. Derek Wise. Derek has also visited Tasmania and there are distinct influences of our ELs curriculum and lessons taken from visiting Reece High School. Head of Science, Mr. Ken Brechin very generously and enthusiastically spends most of the day with me, finishing with giving me the opportunity to 'make an instant video' using their 'green screen' – an interesting memento to show me standing in front of a map of the UK, using an autocue reading 'the weather'.

- Use early finish on Wednesday (st 8.45 - 2.00) for staff development, other days 8.45 – 3.30 – ‘this time is priceless’, says Derek.
- All lessons are online, all using the same design template, IWB in every room; staff work together to plan and develop learning sequences. 2 web designers are employed and there is extensive use of a ‘green screen’, resources are developed from ideas, using Flash, podcasts, videos in a VLE
- Each lesson has explicit learning objectives listed on the board and in the template. The template is very explicit of each step of the learning sequence
- This new programme started in Science where they developed ‘Schemes of Work’ using Bloom’s Taxonomy (thinking thermometer) (all learning sequences are reviewed against this to ensure higher order thinking) and Learning Dispositions (5R’s). The later are unpacked using rubrics so students can achieve at bronze, silver or gold. See Bloom and Anderson’s enhancement <http://www.learningandteaching.info/learning/bloomtax.htm>
- Students maintain an electronic portfolio
- Grade 7 – intense induction about learning to learn where they are explicitly taught Bloom/Anderson, (by getting them to plan a lesson), MI and the 5 R’s
- In designing learning sequences, teachers are encouraged to incorporate ‘thinking’, learner skills and emotional content (cognitive and affective domains)
- 110m² classrooms, set up for 28 per class in following arrangement



- Gardens and streetscape are used creatively as a learning resource
- Individual students come in at 8.30 to see their tutors others to tutor group at 8.45
- Whole TT is collapsed for a few weeks each year to undertake in depth ‘rich task’
 - Eg grade 9 – investigations week (1)
 - Personal challenge (1)
 - Exhibition of work on Saturday for parents to attend; have Monday off
- Learn to Learn Programme
 - Explicit programme, started from 1 hour / week, is now 4 hours / week
 - PBL, student directed – students fill in a template each lesson of their objectives – this keeps a record of progress of the project
 - Explicit of which MI is being used – students all do the MI test. The data is sent to the L2L teacher to inform the learning. Teachers are encouraged to cover all MIs over a few lessons or a learning sequence

This is a school that has developed a very strong integrated curriculum where there is consistency between all classes of the same subject regardless of teacher. The L2L programme was the most highly developed of any I have seen.

Back to the rail for a quick trip into Newcastle to pickup a hire car to travel to Edinburgh for the weekend. It's a long weekend in UK, so plenty of time to visit places like Edinburgh Castle and the lovely little town of St Andrews. A little bit of shopping was also squeezed into the programme on Saturday during the walk back along the 'Golden Mile'.

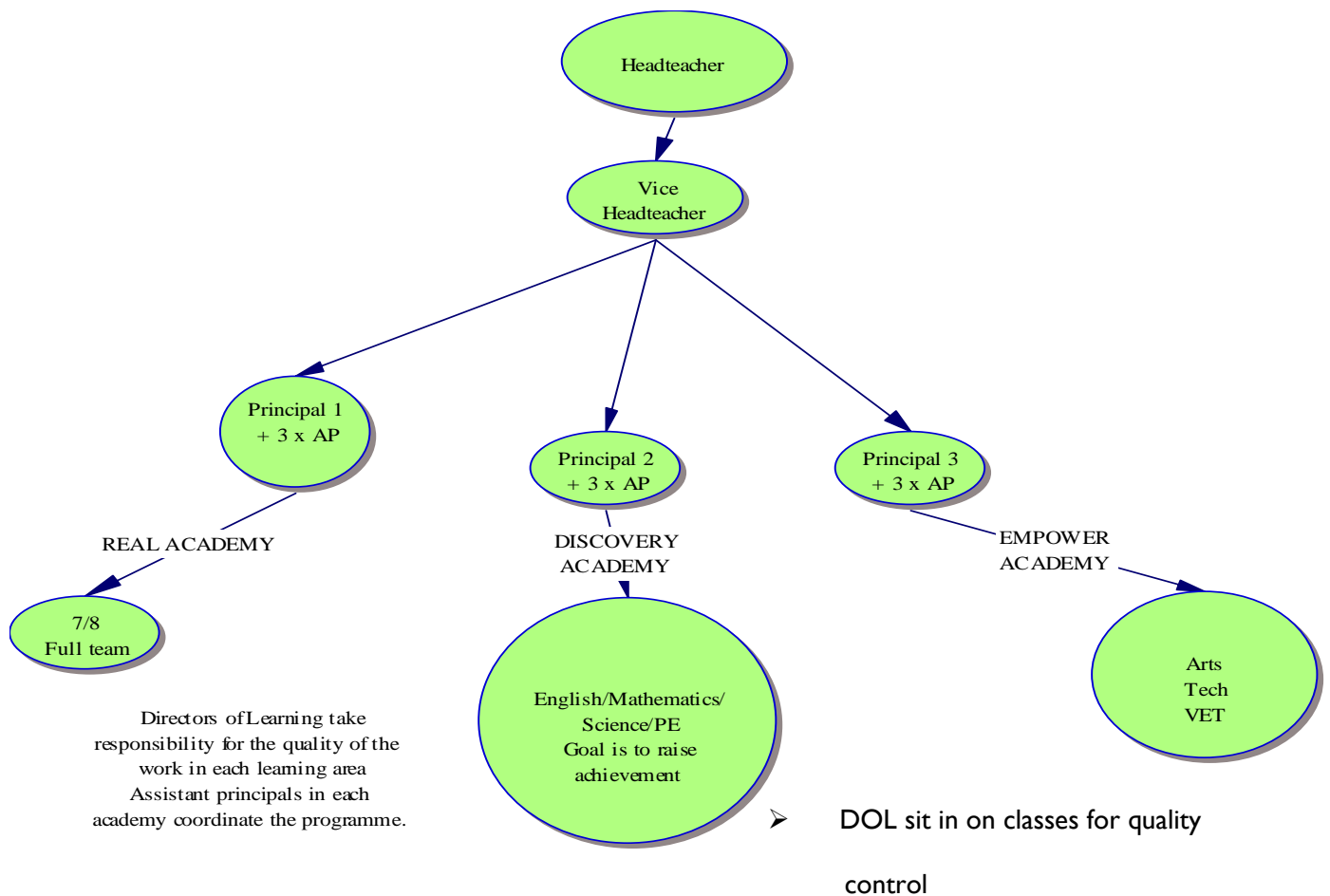
Monday 28 May – hire car returned to the airport and the airporter bus used to return to the hotel.

Tuesday 29 May – taxi to Edinburgh Station. A bit bemused by what appears to be a security alert. The station is swarming with police, police dogs and others with walkie-talkies. It appears Prince Charles and wife are to arrive in the station on their way from holidays in Scotland and a section of the station is roped off for his private train to pull in. Not many Scots seem interested and neither am I, so I use the opportunity to find the correct platform and organise provisions for the long journey south.

Travel by train to Tonbridge and taxi to the hotel. Another quaint old building that has been cleverly extended. Smoking is still permitted in English hotels – reminds of just how unpleasant this is for non-smokers, however, this was about to change on 1 June! A pre-dinner drink in the lovely gardens is very pleasant as the sun sets. Lots of rustic seats that are sculptures in themselves.

Wednesday 30 May – although this week is the first week of the summer break, Mr. Jon Baker, Head Teacher of Hugh Christie is in his school to supervise the final stages of a major building project and has agreed to show me around and provide advice. Hugh Christie is also a Mathematics, Science, Technology Specialist school (schools who receive specialist status receive an annual lump sum of £120,000 (\$300,000 Aus) for 3 years to spend as they see fit to further excellence in a particular discipline. <http://www.hughchristie.kent.sch.uk/>

- Major upgrade (£17m – (\$40m Aus) under a PFI with status as a specialised school in technology
- 1:1 computers, pda, tablets, PC and laptops in each classroom – laptops favoured
- Developing a VLE to enable access at home using a Microsoft portal
- Totally wireless – laptops are used like books – ultramobile
- Take only 80% of funds as staffing (cw 85% for other schools) – personalise the learning through the curriculum and through use of ICT
- Year 7 spends 60% of their time in the REAL curriculum (Eng/Hum/ICT/Ma/Science) in an open plan classroom (large rooms) – includes space where 90 students can work at a time – predominantly theme based eg 1938 Olympic Games, incorporate history, etc
 - Staffing arrangements – 8 groups and 8 teachers (4M, 4F and 4 experienced, 4 beginning teachers] with a 2 year commitment.
 - 40% CORE in year 8, some teachers roll through, some remain in year 7 – students get some choices within subjects – eg Hum, guided choosing of a project topic. Students have personalisation through their projects
- Staff will have flexible day
- School closes early one day per week (Thurs at 1.40) for joint planning
- School runs 3 academies



Thursday 31 May – back on the train for London and a meeting with Mr. Ty Goddard, Director of BCSE (British Council for School Environments). Ty has just returned from a visit to South Africa where he is assisting with the building of schools – he is clearly tired, but full of energy and enthusiasm for the design and build of 21st C schools. He provides me with some great books to read and expresses an interest in coming to Tasmania to assist our project.

Friday 1 May – after a walk in Hyde Park in the morning, including a look at the Princess Diana memorial, which was being built last time in London. It is fenced off, is an innovative idea, but not practical – I wonder what might happen to it as it obviously can't be used as it was intended. Take a taxi back to Paddington Station and train to Heathrow ready for the flight to New York.

Arrive in New York around 8pm and taxi to hotel. This is my first visit to this exciting city and the ride from the airport is interesting, bright lights everywhere. Staying at the Intercontinental, at a cost to my bank account that has provided a talking point with my friends. A bed so big, it must surely have been designed to sleep a family – but very comfortable, a bowl including the biggest apple, pear and something the size of a melon that turns out to be a huge very unripe peach. Americans certainly know how to provide 'the biggest' of anything. Weekend spent looking at the sights of New York, like Times Square, the UN Building, Greenwich Village;

shopping in Marcy's on the advice of a colleague; and walking to and through Central Park – what an exciting place to visit – but very hot and humid.

Sunday 3 June – American Airlines flight to Toronto after waiting on the runway for over an hour awaiting clearance to leave due to backlog of flights – not very pleasant. Taxi to hotel, Bond Place. No school visit tomorrow. My Ontario advisor has set up a school visit for Tuesday, but said I should not visit Toronto and not go to Niagara Falls – its holidays in Tasmania so decide to have a day of sightseeing on his advice. I contact him to thank him for setting up my visit to AY Jackson. He is on his way south to New Guinea soon to present at a conference.

Monday 4 June – I organise to catch bus to Niagara Falls. Bus goes from Toronto to New York so a lot of people are getting prepared to spend 18+ hours on the bus – it only takes 2 hours to the falls. Although very interesting, the place is hugely commercial – more like Los Vegas, not at all like visiting a Tasmanian park. Not a place I would ever want to revisit – however, it must have been spectacular before all of the buildings were erected. When I get back to Toronto, I do a quick recce to the local metro to make sure I get on the right train tomorrow – getting to know how yet another underground railway system works.

Tuesday 5 June – travel by metro to xx station and then bus to yyy. I get a bit lost when I get off the bus, but finally find AY Jackson Secondary School <http://www.ayjackson.ca/?section=main&page=main> and meet Principal, Mrs. Nancy Nightingale. Nancy is clearly a very experienced and thoughtful principal who has introduced some very innovative features, but I am particularly interested in Jpod and Appreciative Inquiry (AI) <http://appreciativeinquiry.case.edu/uploads/whatisai.pdf> <http://appreciativeinquiry.case.edu/intro/whatisai.cfm> extensive website.

Nancy takes me with teachers from Jpod to lunch - we have the best Chinese meal I have ever had anywhere in the world – including in Asia. We discuss educational matters, the young teachers are passionate about their programmes.

- Emphasis on Ma/Science and The Arts
- Significant majority of NESB – highly attentive to education
- Jpod – highly flexible, personalised learning
 - Students choose what they want to do from the curriculum, plan their programme and organise their own learning, eg 'switch to solar' (big commitment by school as they fund 2 FTE in the Jpod area)
 - Jpod planner shows each lesson and provides for a weekly reflection
- Student voice is very strong – equal student/teacher partnership
- Students 'tell us more and more about what a school should be like for their success'. Students know what needs to happen for their success. They have had experiences we have not had – this comment from Nancy resonates as I think about the students who will be the first grade seven in the new school – they were born at the turn of the millennium, truly 21st C children, digital natives.
- AI – Tell me a story about when you felt you were well educated? Students build a model of what a school could look like.
- Interdisciplinary plans – based on teacher's interests eg English/media/arts. Who would you like to team with?
- Inquiry curriculum – brain science course and appreciative leadership

- Philosophy as a subject
- Use Bloom's taxonomy and undertake MI questionnaire at the beginning of the year to inform planning
- If we want students to be leaders, we need to ask them what they need to be successful
- Curriculum leaders in Guidance/support, English/LOTE, Mathematics, Science, Humanities are the decision makers

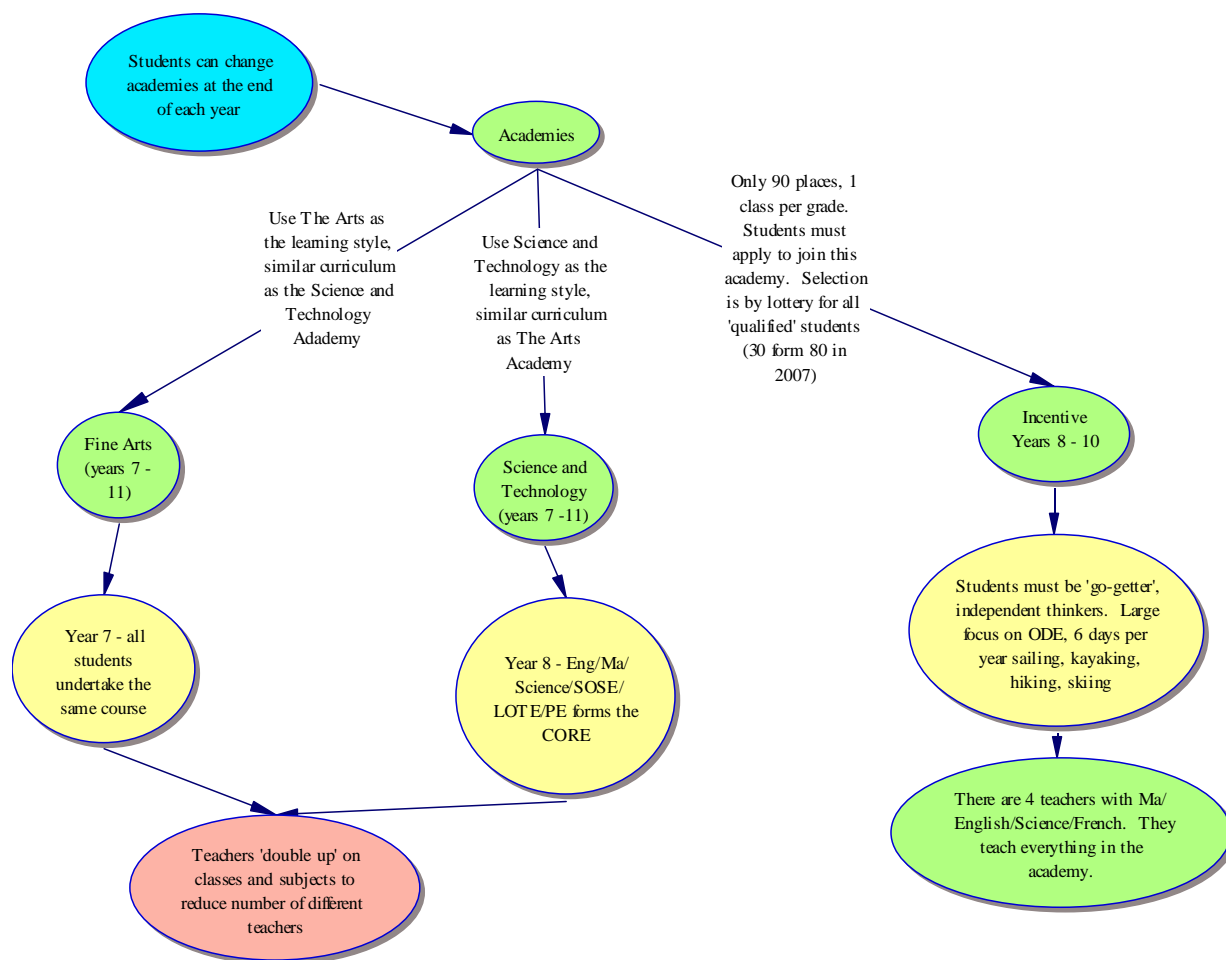
Wednesday 6 June – an unpleasant day as travel requires three flights involving US airports where shoes have to be removed, belts and coats scanned and passengers wind through long queues. Firstly to Chicago, then to Dallas and finally to Vancouver. The airport at Dallas is amazing with an aerial light rail that takes passengers from the domestic terminal to the international terminal – it's a bit like something from a science fiction movie.

Wednesday evening I receive several phone calls from Mrs. Cathy Thornicroft (Assistant Superintendent of Richmond School District), Dr Linda Kaiser, and Dr Judy Halbert Lecturers at the University of Vancouver who have kindly assisted with my school visits. Linda invites me to have dinner with her tomorrow night and Cathy arranges to pick me up tomorrow to take me to several schools.

Thursday 7 June – first school is MacNeill Secondary School with Principal, Mrs. Barbara Raynor. Cathy leaves me with Barbara, this school has the nicest front office of any I have visited – I think Robyn (Barratt the SEO at KHS) would love this with its bright colours and healthy looking fish-tank and lots of flowers.

Sport and healthy lifestyle is very important in Canada, 'The Ravens' dominates among the symbolism throughout the school.

Barbara patiently explains how the 'academies' are organised both time table for students and staff work load. Teachers all teach in two, three or four disciplines or learning areas.



- **Every** teacher has an advisory group of 19/20 students that rolls through the years where social responsibility projects are undertaken, eg
 - Fighting litter
 - Charity
 - Anti-bullying
 - Animal rights
 - Sex education and health
- Students receive a work habits mark only for this course
- Planning time is gained with a slightly longer day and Wed finish early
- Wednesday morning – tutorials for 30 minutes 1/4 of staff have a team meeting and 3/4 do homework support followed by a guest speaker with a skeleton staff in gym

• 8.45 – 10.00 (75 min)	• Lesson 1	10.00- 10.15 nutrition break
• 10.15 – 11.30	• Lesson 2	
• 11.30 – 11.55	• Advisory tutorial	USSR? Nut break 11.55 – 12.40
• 12.40 – 1.55	• Lesson 3	
• 1.55 – 3.10	• Lesson 4	

- Year 7 receives ‘options’ via 1/4 year courses – Drama – Music – Art – Technology (the rotation depends on the number of groups – if there are 3 grade 7 classes then they rotate 3 times etc
- Teachers teach around 60 students only (not fully achieved, but by many)

- The time table attempts to have full days in the academy – teachers teach year 7 or 8, 27FTE average class size.
- Resource room is funded by 3 FTE provides a home base for additional needs and numeracy, reading workshops. Support teachers also co-teach – very powerful
- Wireless technology and IWB heavily used
- Good idea to use a whiteboard with magnetic strips for time tabling

Teacher	Line 1	Line 2	Line3
	subject		

Cathy returns after lunch and we visit

MacMath Secondary School

- Each school has an apprenticeship specialization – plumbing at this school (common timetable between the schools in Richmond)
- This school has a fantastic towering central space accommodating cafeteria – the second floor overlooks this space.

Boyd School has an attached community centre with all weather fields, fitness centre and library – partnerships between local council and school board

- District gets all of the money (\$175m) for 60 schools
- AI – we talk about strengths, rather than from weaknesses (deficit model)
 - Visualize where you want to go and use strengths to get there.
 - eg Envisioning secondary schools (not revisioning SS)

Dinner with Linda at a fantastic French restaurant is fun and interesting – Linda tells me more about the Vancouver education system and encourage me to visit Vancouver Island and look at the architecture of the Emily xxx Centre tomorrow.

My Canadian hosts have been most generous and thoughtful.

Friday 8 June – having visited several schools yesterday, a rest day is needed to organise photos and notes (also I think fondly of school holidays) so short boat ride to Vancouver Island finds me in a place that is reminiscent of Salamanca Market, but it's a whole island and it clearly operates every day. The architecture is interesting, but I also find two other things that take my fancy. The first is a tiered amphitheatre – this would be a great idea for our new school – we could stage outdoor concerts and drama performances. I am also struck by a working model of the making of concrete that sits at the front of the only heavy industry on the island. I find an interesting little shop that sells hand made clothing of linen and other natural fibers from third world countries and add to my growing collection of parcels that have been posted back to Australia.

Saturday 9 June – back to the airport, unfortunately I seem to have lost my glasses, but as there is nothing to be gained by worrying I once again line up for a flight to the US, by taking off shoes, belt and jacket and patiently join another very long queue. Arrive at San Francisco for the weekend. No trip would be complete without a ride on the trolley to Fisherman's Warf, a bike ride around to the Golden Gate bridge, a meal in a jazz club and some shopping. The hotel is very interesting, other guests are friendly over a glass or two of complementary wine that is provided at 'happy hour' time. A couple tells of how they have bought very flash looking

touring bikes from Sydney and are going to ride for days around the west coast – as they are about 15 years older than me, I am impressed.

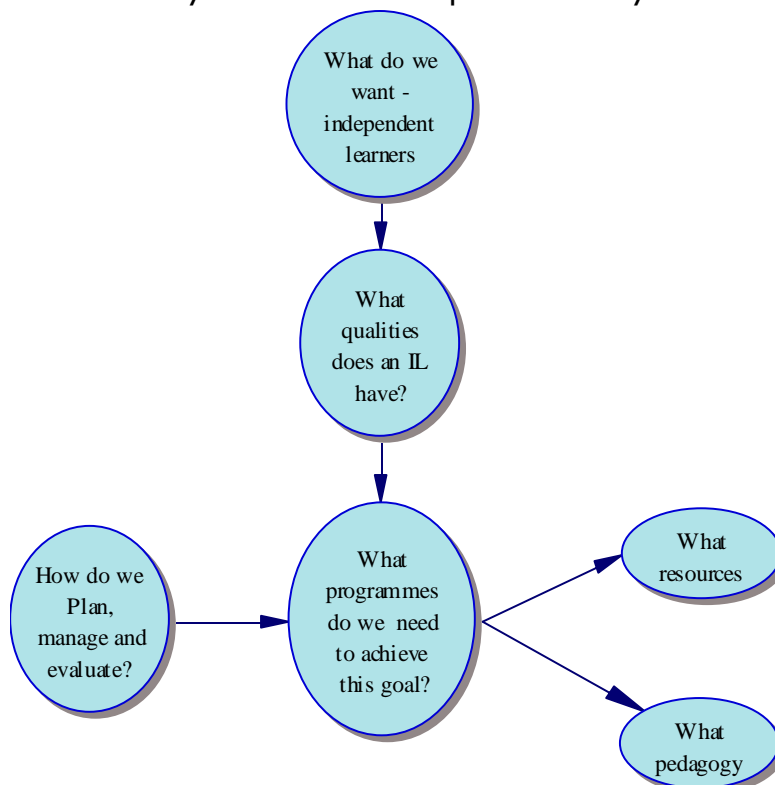
Tuesday 12 June – back to the airport, more shoes, belts, jackets and then it's back with Qantas, next stop Auckland. It's good to be back with Qantas, as the American airlines provide a very basic service.

Wednesday 13 June – disappears as we cross the IDL – all those hours gained going west are now 'paid back'.

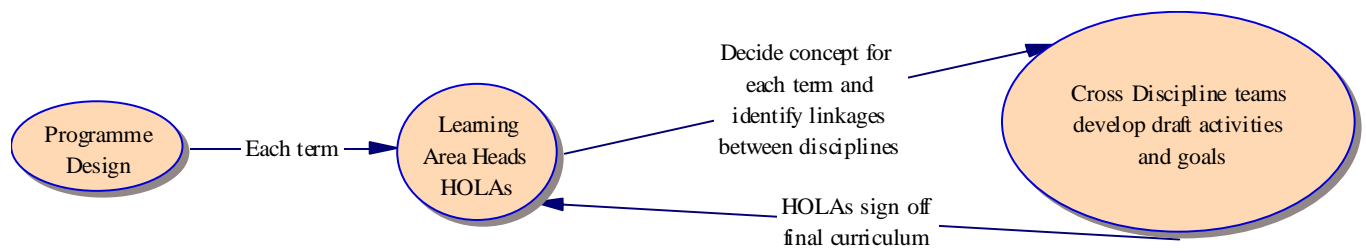
Thursday 14 June – arrive at 4.45 am and taxi to hotel. Alarm on for a 10am wake-up to get ready for a last school visit. Short train ride out to Manakau to visit Alfriston College and meet Mr. John Locke. I know from Ty in London that John is off to Europe tomorrow to give a keynote address at a conference, so I appreciate him finding time to show me around and answer my questions.

<http://www.alfristoncollege.school.nz/>

- 18 month lead up to occupancy– 12 months for senior staff and 15 teachers for a term, all staff were chosen from the start – essential to success with the understanding 'this is what we do – don't come here if you don't want to operate this way'



- Learning is not done in a compartmentalized way, the school has found ways of allowing for specialist teachers to work together using their expertise.
- Initially they started with learning teams and front-end planned the entire year – collaboratively directed by subject disciplines



All staff in the grade determine curriculum content, activities and assessment tasks using Bloom and Gardener. Every teacher in the grade knows what is happening across the year group.

First day of each term is an 'immersion' day - big questions asked; students are motivated for the term's tasks

- Each discipline has input, there is rigueur and authenticity (eg science teachers ask 'how does science fit the big question?')
- 3-day episodes. Whole school engages in a PBL programme for 3 days each term, culminating in a performance on the 3rd day
 - Design, test and make a snowboard
 - Day 1 – design
 - Day 2 – go snowboarding
 - Day 3 build an display the board
 - Academic credit for years 10 – 12
 - Field trips
 - Olympics – designing and make medals, publicity and perform for a closing ceremony, pentathlon, presentations.
 - Elections
 - **All ideas have strong underpinning of authentic learning**
- Modules – extra curriculum for 90 min each week where new curriculum ideas can be tried out eg pre-vet course of caring for animals
- TT – 3 x 100 min periods each day – leads to depth of learning
- Grounds – very welcoming for students – the rain forest
- Water feature draining to a wetlands
- 1m³ block of granite
- 10m of bricks along walls
- Height marker up one external wall
- Pipes exposed in one area to observe plumbing, electrical etc
- All buildings are connected by a covered way
- Double rooms joined by high quality opaque room divider (on rollers top and bottom)
- PC's on movable trolleys, with power outlets in floor
- Buildings are designed for a 'school within a school' – each building has some specialised facilities
- PC in vertical groupings – big sister, little sister idea.
- Learning to learn programme strong in year 7

Back to the hotel and a little 'nap' jet lag is really catching up on me.

Friday 15 June – up early and packed, after nearly five weeks ready to go home. Cases stored by Rydges ready for collection in two hours. Have not been to Auckland for many years so took the time to wander around and have an early lunch. Back to the hotel and taxi to the airport, and Qantas to Melbourne and then Hobart. Home again – all is well, but very cold after the northern hemisphere spring/summer. Put summer clothes away and get ready for a Tassie winter.

Great trip – I am tired, but have now gained some ‘mental images’ of what we might be able to build and achieve at Kingston in 2011.

Afterword

I have had a wonderful opportunity to meet leading educators and designers of educational facilities ‘around the world’ – each person I meet gave generously of their time and experience. Our building project will be enhanced by what I have seen and by the conversations I have had. I owe each person a big thank you!

Thanks also to Westfield for providing the resources to enable this ‘once in a lifetime’ opportunity.