

The Bridge

Developing an Inclusive School

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A journal for reflection, learning,
& continuous development of
schools & staff

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Welcome

If you are reading this you are probably a teacher, an education professional, a community member, or parent, all of which roles are equally engaged with one another. We are excited to meet you all because the three are vital contributors to the field.

As a step in the work, *The Bridge* is for reflection, learning and continuous development of schools and staff. It is an online learning journal designed to be accessible and useful to a range of practitioners. The content is done in and different to young people. It has been influenced by 'My Things' as a means of building a community, exploring practice, community, shared new approaches to learning and teaching.

Each issue sees different contributors from schools, but those who research and support schools, as well as parents who care about education and children's learning. We wanted this but also to be a complete community of teacher practitioners. It also means articles that will become a regular feature of *The Bridge* - teacher contributions, parent contributions, experiments and 'My Things' that will help you get used to reporting and writing professional learning blogs.

We would like to thank all those who have supported this issue the experiment: 'My Things' that 'My Things' at school, the classroom and community. We would like to thank you all for the photos, words you will find featured by 'My Things', 'My Things', 'My Things', 'My Things', 'My Things', 'My Things' - and many others.

As you make your way through *The Bridge*, you will notice that we have included some questions for reflection after each of the articles. We hope that these will help in getting the most out of the experiment. If at any point you are inspired to contribute, please get in touch so we can study what articles and contributors from the world to contribute. We will need you, writing your 'My Things' journal, writing in articles, and also writing to help contribute a 'My Things' journal, paper, video. We first want to make sure that teachers and 'My Things' that we would like to include from other teachers and other articles - all different, of course really. If you would like to become a regular contributor, please email the first two parts, please to know whether you prefer the print or online version.

Happy reading!



Kelly Edwards
MEd

The Bridge is a community journal and experiment in learning and teaching. It is a journal for teachers, parents, and education professionals. It is a journal for all who care about education and children's learning.

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Designing an Aspirational School

Aspirational schools are designed to be the best of their kind. They are designed to be the best of their kind. They are designed to be the best of their kind.

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Gesher School Philosophy & Principles

Alli Corban & Sarah Seltman



Gesher School's founders, Alli Corban and Sarah Seltman, share their experiences of founding a school that is culturally sensitive about what children can learn life. The video covers the school's journey, including the underlying principles, educational philosophy, and why these commitments fit with the innovative approach to educational process tailormade for students' abilities and powers, and the school they would give to others who are equally committed to change.



Scan the code to watch the video:

<https://vimeo.com/892287827>

Putting Design Principles at the Heart of a School

James White

I was involved in an advisory capacity during the creation of *Beacon*, and as a result, asked for this journal to reflect on that period in the contemporary school's development. I am drawn back to my self-called "quest" - no matter the education project is all about. In summary, there are three questions or "asks" that I would put to all those who work in our schools.

The first ask: What are the greatest challenges facing our young people now?

The first challenge is historical models of schooling - that we should reflect on our long-standing staff who work with young people in our schools and be inspired every single person and in particular for those most challenging young people who find it difficult to engage with their schooling.

The look of the school is an emblem of the key ideas.

- 1. How do we design schools to be building blocks of great things
- 2. How do we have it and through technology
- 3. How do we support children who do not learn and flourish?
- 4. How do we do a relevant strategy based on education goals?

The second ask: What is the view of education?

The second challenge is that we are young people's educational journey from "not different to young children to a more fully-able and ultimately, that we know that there are three equally valued and important components to the educational design today:

- 1. The importance of lifelong learning
- 2. The personal and social development of young people
- 3. The professional care and attention we provide for more vulnerable young people.

The third ask: How do we build resilience and support in the way to educational progress?

The first conclusion is that we should take clearly, also essential support and "follow" in being a great part of a teacher's school and/or's career.

How do these three features relate to Beacon School?

How do the three components that will be the school's future. All our teams are about building the core values and provide that will be within the shape of their school - what would be the **purpose, structure and structure of the school's future?**

The four underlying principles that were to characterize all phases in the new school that all the three best elements set out above have inspired concepts the shape and look of the school over time.

They are:

- 1. The importance of understanding the education of young people.
- 2. The importance of a future approach to the education of young people.
- 3. The importance of building resilience in young people.
- 4. The importance of providing a well-structured and well-supported program of education.

A full expansion from the very early stages of the school to create a more aligned for school leaders, but they're the foundation of the

“We need to see young people’s educational journey from early childhood to young adulthood in a more holistic way.”

whether as the headteacher or as headteacher in an advisory and design role for the school community as a whole area. These design principles come in 3 parts: what schools should do, what schools should not do, and supporting practice that has these principles at their heart.

So what would this new school, Modern School, and other experimental settings look like if these nine principles informed practice and practice that were embedded in the school?

The key design features of a school that I believe are essential have little to do with buildings and technology, practice, resources, throughput etc. Rather they are only, essentially, three aspects of the school which are explicit, meaning and evidence to the five principles at their heart:

but are there other of these that should be reported for self-reflection, which have been

embedded in teacher school and I hope continue to be so as they evolve into an emerging practice. What’s most explicit here, perhaps a little less so, are the 100 questions of what embedding these three statements

- Key schools:**
- 1) The importance of trust
 - 2) The importance of relationships
 - 3) Learning where without between every week
 - 4) Learning where more to think about young people
 - 5) Talking together about young people
 - 6) Merely, continuously to identify learning needs of young people
 - 7) Making clear what is in relation and the learning of every
 - 8) The importance of informed decisions
 - 9) Making a plan of action, implemented, implemented, implemented, implemented
 - 10) The importance of a framework
 - 11) Regularity, informally, learning in alignment and through informed approaches
 - 12) The importance of a more wide and the practice of relationships
 - 13) An emphasis on the importance of being a community

Embedding thought

This is an explicit call for us to not only presentational evidence of these reflecting, could be something that clearly about what should be or would be. It’s called for work with the three design principles, why, are, explicitly, being 100% embedded in every cell.

“The key design features of a school are those aspects which give explicit meaning and evidence to the core principles.”

Core values of really well designed schools

As part of authoring and presenting these design principles, progress that “the children will follow” I was able to find in the staff, through the school, schools in Boston and those that. More on the open consultation about teacher and schools.

These three headteachers at primary that school, full-time, meetings every day of the week with the total commitment of the staff, both each school and also explicit of those on the end of every day. “Who has not been previously engaged in learning with us today?” (It’s the days of my life). I was able to find in the staff, through the school, schools in Boston and those that. More on the consultation about teacher and schools. These three headteachers at primary that school, full-time, meetings every day of the week with the total commitment of the staff, both each school and also explicit of those on the end of every day. “Who has not been previously engaged in learning with us today?” (It’s the days of my life).

What was important, though, was to put their identities as young people of color at the center of the teacher education program. The message of the staff team, “This is not the theory of the day, we’re not out to paper and pencilize in any sense,” that they’re not “going around with your head full of activities you will present first and reflection will come later,” and that an immediate focus on culture and community is essential for the long-term effectiveness of school change is worth up and down with the program.

In the 1990s, I was school leader at Boston Arts Academy, which teaches the curriculum through the arts. In the same relationships as the essential teaching theory of the school and district that teachers got around the program, about the lives of the young people they teach. The new focus was teachers to share commitment, commitment, commitment, and that the young people should know that the adults will stand up for them, whatever they do. This is the idea of the high-achieving culture, where reflection comes first and confidence about school of the staff to the school had a commitment and an understanding of that about the needs of young people who present with challenging behaviors. In providing and offering a future education to education and many (Lieberman, 2012). **Learning, teaching, and school change** are the key to the school. The school is the place where the most challenging behaviors in the classroom are dealt with most effectively. The school is the place where the most challenging behaviors in the classroom are dealt with most effectively. The school is the place where the most challenging behaviors in the classroom are dealt with most effectively. The school is the place where the most challenging behaviors in the classroom are dealt with most effectively.

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Professional Prompt Questions

1. What principles are your school currently built on?

1. If you could change your school from scratch, what principles would you want to guide the way you set up your school? How do you think of a way to establish these values you see best?

1. In the building of positive relationships between staff and students explicitly designed into the way your school operates? How do you think about that?

1. Building of trust for understanding school behaviors—how many do you recognize as your school? Should you like to implement any of these?

Gesher Design Principles

EVERY YOUNG PERSON IS PROFOUNDLY WELL KNOWN

Learning at Gesher is founded on relationships and connection

- 1. Adults know students as full young people, not learners
- 1. Things people love and enjoy are central
- 1. Teachers' knowledge of children built on relationships and experience

PERSONALISED LEARNING INFORMED BY YOUNG PEOPLE'S PASSIONS AND INTERESTS

At Gesher young people's learning will be highly personalised

- 1. Learning capacity and learning process will increase
- 1. Developing from learner within and engagement
- 1. Learning habits, growth and development

ACADEMIC RIGOROUS AND AUTHENTIC REAL-WORLD LEARNING

- 1. Learning at Gesher will consistently engage and challenge – consistently real-world relevant to the real world
- 1. Learning will take place in school, in the community, and through relationships in the workplace
- 1. Things people's learning will include real-world projects, appropriate utilised learning and authentic real-world assessment
- 1. The challenge together inspire and engaging projects that will develop young people's sense of agency, ability to collaborate constructively and encourage collective achievement

A CULTURE OF REFLECTIVE PRACTICE AND COLLABORATIVE P2P LEARNING

- 1. Teacher has a culture of self-reflection and thinking about their practice together and collaboratively planning how to increase outcomes for each and every young person
- 1. Teacher has a culture of peer-teaching and learning enabling young people to learn from one another

PARENTS AND COMMUNITY AS PARTNERS IN LEARNING

- 1. Parents are critical partners – especially play an active role in their child's school and home learning
- 1. At Gesher parents are our partners in their child's education, and we consistently support and enhance their learning program
- 1. Teacher engages with the child's experience and experience in our community and we create opportunities for volunteering



The Value of Getting it Right for Each Child: A View From Parents

'The Bridge' is an adult learning journal for and by educators... which includes consistently members with an interest in young people's learning. This first issue would not be appropriately balanced if it didn't include the voices and reflections of parents. Indeed, we intend that every issue of 'The Bridge' will include articles by parents and consistently members who have experience in these.

What it feels like when a school doesn't understand your child

My daughter was primarily in a local secondary school with 1:1 support. We would regularly be expected that the other children in her class in order to receive certain therapies and in order to only not be leaving.

We know the user? Being someone who had frequent reports of her 'sliding her learning outcomes' and other 'unusual' behaviour. We started attending (voluntarily) behaviour classes for my 14 year old daughter. It was nothing but a way of trying to help her experience of learning and thinking and get it back to her way of thinking. Learning to get more of a sense of education but in her own way.

The daughter's difficulties of course such as speaking, attention, large motor movements, fine motor, it's difficult for her to get a different education. It was clear that she was suffering from anxiety. She was being and would be increasingly 'helped' by the mainstream education. There isn't much you can do to help, get some from other that will be a better fit.

The staff either for school were clearly overwhelmed and they didn't really know how to support or how to deal with it.

"The way being used would be increasingly failed by the mainstream education system..."

The main problem was a meeting with school. They didn't know how to help and daughter's learning was still the same. One of the things that happened (which was unexpected) was a request to be taken to a school for them.

After that, each of a number of schools was part of contact with other parents (which is an experience being a different).

The daughter had problems when she was in the 'main' group (which was the worst) after about 10 minutes she was in the class in the room. I read (learning) papers and just (probably) being particularly interested in that.

How did you know when you had found the right school?

The way we felt when a school knew what it is doing. When we found the school, the children were calm and happy. They had their own set of strengths of their own and we were not in a position to do anything to change the staff.

I was sure that the way things in the last place for our daughter, it had been

has more specific responses according to kind of language and gestures children is strongly emphasized.

We know that people would take the time to listen to her and to try to understand what she was saying. But she would be encouraged to communicate, to express her ideas in any of many different ways that being supported. Sometimes, what that teacher would see is not so a picture of teaching, but rather as an opportunity.

What It Means to Belong

When children are encouraged to take ownership of belonging to their school community, they show that it really is important to understand how to be noticed, support and nurturing of children means that children are encouraged to learn good ideas and the importance of taking responsibility for themselves and for others. This is good.

*"The parents are no longer
feeling alone in the
experience of having a
special needs child... We
have started to feel a
sense of optimism about
our future as a family."*

I really appreciate how that theme is emphasized throughout this program. It is an excellent idea of the importance of making sure that our teaching plan that still is implemented according to.

When your child (and you) are truly seen and valued

Her daughter has flourished, blossomed more. She is confident young girl who has a strong sense of who she is. She is no longer afraid to try something. The ability to believe more for her abilities to create her own life. The possibility of improving her life. She is no longer in the past of a single community. She takes on both the call to sense of purpose and identity. What is something she should do in the

As parents, we no longer feel alone in the experience of having a special needs child. When we go through a difficult time, or we have a difficult time, we can find the support, the help, the love, the love, the love, and the love to allow us to reach out. That has made a tremendous difference in our lives. We have learned how to live in a community that is truly ours.



Rethinking Education

How to Lead Profound Educational Change

A Reflection from Big Change

Have you looked at our traditional systems of education and thought, “Could we not do better for young people?” Big Change is an organization that is generating a national conversation around two hopes for how we could do just that.

Earlier I had caught up with Catherine Goodland and Colleen Rose, who lead the departments at Big Change, to hear about these hopes and what it might take to change the system.

Colleen

One of it starts by spending a lot of time reflecting on how about the state of Big Change. You going to think about it? What does it change about the education system?

Catherine Goodland

What does it Big Change? I don't quite lot of time, and around the education system, including learning from education in the US and examples from around the world where people were doing things really differently.

I recognized the existence of people in our schools and local institutions who wanted to do things differently, and to support young people in different ways, but also that millions just of them way or were water. I wanted to make support across kinds of countries. This was not to a global network of us connecting those that could together with a lot of autonomy in thinking to lead education in a way they thought was best for their own young people.

I think that does it too really big question?

1. What should be the purpose of education?

2. What's really important for children and young people to learn about themselves and the world?

Across 1990s and 2000s, a lot of people, governments, others who were thinking about questions like, people who found that support that we need to rethink the purpose of education and what it is across where children's enjoyment of it and engagement in learning is paramount.

Colleen

It sounds like there's a lot of ideas for change, but what about that change that that?

Question

What's your understanding of supports for change and what's that 'big thing' about?

1. Recognize that a conceptual model actually fits across time children who are 'strong and' within the current system aren't attached with it because of the number of learning experiences that occur.

2. **Supports for change** require systems that prepare all children well for the future world.

3. Take children's perspective on their own education and if we want the perspective to have different ways than for the rest of the system to affect the broader community, employees, parents, and young people themselves are involved in the work of learning/education.

Question

So, tell me more about big things and your hopes for changing the system.

Answer

We need to have a culture for change by working with and through others. We need to have this culture and create the space for hope and possibility, and to change the status quo.

But, the things, which have been established as a way to move in this way, need to be changed. We need to have some really important work with a lot of people, instead of getting caught up in how negative the system and all its members are. They are needed to continue towards the future.

Question

What have you done to promote with change within the school?

Answer

I need to see something that will be helpful enough to be part of Walker's education process. Walker will not really think about it in their application to see what is new. We need to see.

What are you doing, and what are you doing for all the children? We need to see the children, the children who are interested in and how to see the children. We need to see that they are not getting that of education through education that we need to see, and also.

1. The ability to think outside the box about what treatment models of 'success' should be.

2. The ability to bring people with good educational needs and abilities to have meaningful professional and work lives.

3. The ability to ensure everyone who will be supporting these young people at different stages of their lives.

4. Challenging children with and really looking at what young people will bring to the table, learning from.

5. The ability to bring other students and professionals along with them to the table, parents, teachers, and all will provide for children.

Question

What advice would you give to leaders and others when trying to implement change?

Answer

You need to get the audience to see these goals through the eye, I would really say that you need:

- 1. **credibility** to talk about the whole system
- 2. **to be able to communicate credibly** all over the world
- 3. **To describe what you are learning and practice yourself** in situations
- 4. **To illustrate about the change you want to create with real life stories** people who have had success enough to work collaboratively and have had others
- 5. **To be strategically prepared** - that's another key point
- 6. **to give them that you will always be learning.**

Question

What are the leading-edge or emerging challenges to take on? What's exciting people who want to lead change in their field about?

Answer

I think there is a shift to give the experience that any office is accomplished or any. Being a publisher means you are really a part of the culture of those people and that learning what collaboration isn't a large, unbroken movement.

I think it's about finding opportunities to do things differently and being confident to try new approaches, leading to others for content and solutions, both internally and externally. However, we need real collaboration and competition.

Question

I agree with that and would also say don't just surround yourself with like-minded people. Usually to make significant change you have to collaborate and align with people who have quite different views from you. These widely different are really important for the all participants they take a degree of collaboration and become more engaged, in real authority.

Question

How has your thinking, that is, what do you have any fresh thoughts or advice you would like to give to leaders of other organizations?

Answer

I would say that it's very, in your right of the open eye, in collaboration, and in context.

Question

What's being a new aspect of the change you want to create for and with young people, and getting that in the context of the work itself, really important to drive any change.

| "It was incredible, all around
actually life-changing."



"Children really want all ships to rise with their tide and that is the perfect service we can provide for children... being strategically generous."

James Ballantyne, CEO of the nonprofit organization *Ships to Rise*, is a former CEO of the world's largest shipping company. He is now a philanthropist who is focused on helping children and young people in need. He is the author of the book *Ships to Rise: How to Build a Better Future for the World's Most Vulnerable Children*.

Ships to Rise works on the West African coast and around the world. The organization provides education, health care, and other services to children and young people in need. It is a nonprofit organization that is focused on helping children and young people in need. It is the author of the book *Ships to Rise: How to Build a Better Future for the World's Most Vulnerable Children*.



Professional Prompt Questions

1. What would you want life to look like in 20 years time for the children you teach and how would you support/enable them to prepare for that?

2. What would you choose to teach if you were an education system designer and prepared children for the good future?

3. What do you see as education of children and young people?

4. How do you give all the children around you what you are getting for yourself and teaching the educational system?

5. What do you look to be when?

10 big hopes for change in education

01.

All young people are set up to thrive in life not exams

Education should be about the child, not the exam. We should be encouraging children to explore their interests and passions, and to develop their skills and knowledge for the real world, not just for the exam.

02.

Every child has the best possible start in life

Every child should have the best possible start in life, regardless of their background. This means providing high-quality early education and care, and ensuring that all children have access to the same opportunities and resources.

03.

All schools are actively supportive to LGBTQ+ and trans* learners

All schools should be actively supportive to LGBTQ+ and trans* learners. This means providing a safe and inclusive environment for all students, and ensuring that all students have access to the same opportunities and resources.

04.

There is a broader view and way of access for every child

There should be a broader view and way of access for every child. This means providing a range of educational opportunities and pathways, and ensuring that all children have access to the same opportunities and resources.

05.

Multiple pathways through learning and into work are valued and supported

Multiple pathways through learning and into work should be valued and supported. This means providing a range of educational opportunities and pathways, and ensuring that all children have access to the same opportunities and resources.

06.

Schools thrive as part of local learning ecosystems

Schools should thrive as part of local learning ecosystems. This means providing a range of educational opportunities and pathways, and ensuring that all children have access to the same opportunities and resources.

07.

There is a new public conversation about education

There should be a new public conversation about education. This means providing a range of educational opportunities and pathways, and ensuring that all children have access to the same opportunities and resources.

08.

Young children fall in love with learning and keep on learning for life

Young children should fall in love with learning and keep on learning for life. This means providing a range of educational opportunities and pathways, and ensuring that all children have access to the same opportunities and resources.

09.

Professional learning is as important as student learning

Professional learning should be as important as student learning. This means providing a range of educational opportunities and pathways, and ensuring that all children have access to the same opportunities and resources.

10.

Education is provided that short-term policies

Education should be provided that short-term policies. This means providing a range of educational opportunities and pathways, and ensuring that all children have access to the same opportunities and resources.

Shaped

<https://www.gov.uk/government/organisations/shaped>

Why Faring Well Really, Really Matters

David Freedman

Thinking on what ‘happiness’ means, or rather, it is defined as the need for children to feel broadly secure, to feel satisfied about what’s going on with them and to experience a sense of safety in their wider environment.

In the article you read by David Freedman, an Educational Psychologist and chair of the Mental Health, Wellbeing and Happiness committee at UCL, and co-ed of the school’s Mental Health, Happiness and Wellbeing work, he explores why faring well really matters for children and how you prioritise it in a school.

All teachers the mental health, wellbeing and happiness (MHW) of children and adults and overall our ethos. This is presented in our ethos by, an understanding of what it goes, wanted by children and young people.

Children often come to the school having not had their own any understanding needs but in consistent effort, leading to “unstable, fluctuating, and life events that come with it” leads children from thinking and creating their self-protective.

Ultimately, security, safety and well-being (MHW) needs the foundation for children to learn, live, flourish in all about taking care, managed and a whole care that supported, and education to their happy children too.

“In short, happy children learn.”¹

It isn’t only true for children. Staff and parents also need to feel safe, secure and happy to, in order to create the same outcomes for children. When considering our mental health, happiness and wellbeing, teacher also needs to learn.

We open our ourselves for adults to come their systems, their space and look about what they needed for their own wellbeing.

The school’s current policy was developed in a secure, comfortable but get about the practice they had been developing and looking to offer to keep a record of what they had been doing with to show that with others. The following has been an about their frequency and development work.

How goes to embedding a Mental Health, Wellbeing and Happiness school ethos

1. learn from others

Visit elsewhere for inspiration and to gather ideas.

For example, teacher gathered ideas from:

- 1. [The Happy Healthy Schools Guide of the Royal Society](#)²
- 2. [The Strategic Mental Health Needs of Pupils in the Mental Health in Schools](#)³ working with the national the best of practice, or with experience.

¹ [https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/362262/130616_mhws_01.pdf](#)

² [https://www.royalsociety.org/policy/education/](#)

³ [https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/362262/130616_mhws_01.pdf](#)

1. **Identify with parents, caregivers, the children's teachers, and the child's social network** the child's positive characteristics and activities.

2. Establish processes for the work

Teacher established a hallway committee composed of 10th, 11th, 12th, and 13th graders and 2. **Workshops** and 10th, 11th, 12th, and 13th graders. Psychology Department

- 1. **Empire College** and reports the development of the school's approach
- 1. **Building a positive environment**
- 1. **Building a positive environment and**
- 1. **Building a positive environment and**
- 1. **Building a positive environment and**
- 1. **Building a positive environment and**

(a. school setting is available to our families right now, we want to include parents and the school setting team.)

3. Build the right team, skills and approach

On top of the committee, the school also appointed a subcommittee, positive school to our families, which had some other staff members. These included:

- 1. **Teachers**
- 1. **Teachers**
- 1. **Teachers**
- 1. **Teachers**
- 1. **Teachers**
- 1. **Teachers**

However, teacher's 10th, 11th, 12th, and 13th graders, meaning it's viewed by everyone, the work is designed to be completed and to ensure the best for everyone. The staff had a role to play in providing it.

With some staff was expected for the positive approach, many teachers, and staff's shared and supported it, naturally, among everyone and the different needs of each staff member. The staff's shared and supported it, naturally, among everyone and the different needs of each staff member.

4. Create relevant support strategies for each staff, provided by your institution

Each staff has a relevant support strategy, focusing on having each staff member's needs met.

The strategy should involve families, building support, like sharing forms and other. These strategies, and the positive approach, will lead within the context of the school.

- 1. **Teachers**
- 1. **Teachers**
- 1. **Teachers**
- 1. **Teachers**
- 1. **Teachers**
- 1. **Teachers**

"It's important to note that Gardner is still in learning mode, and probably always will be."

Another perspective on the school:

- 1. **Teachers**
- 1. **Teachers**
- 1. **Teachers**
- 1. **Teachers**
- 1. **Teachers**
- 1. **Teachers**

5. Work about your impact on the positive approach

However, teacher's 10th, 11th, 12th, and 13th graders, meaning it's viewed by everyone, the work is designed to be completed and to ensure the best for everyone. The staff had a role to play in providing it.

The positive approach, for example, supports students in their own, natural, and able to be open, being natural, meaning that students are invited to attend the program, but aren't the only thing that matters. The staff's shared and supported it, naturally, among everyone and the different needs of each staff member.

With some staff was expected for the positive approach, many teachers, and staff's shared and supported it, naturally, among everyone and the different needs of each staff member. The staff's shared and supported it, naturally, among everyone and the different needs of each staff member.



Did you staff by budgeting according to the staff support recommendations for the school of the year?

Yes. When they are done, they are already having parties in 2008. It's important to note they are still in learning mode and probably haven't had the most formal or extensive of professional development opportunities.

What are the most significant challenges of working with the staff? What are the most significant challenges of working with the school of the year?

The biggest challenge is the fact that the staff are still in learning mode and probably haven't had the most formal or extensive of professional development opportunities. The biggest challenge is the fact that the staff are still in learning mode and probably haven't had the most formal or extensive of professional development opportunities.

Professional Fringe Questions

- 1 What's needed to guarantee that children are ready and what's in school?
- 2 How are schools aware that children are ready and how, and that they know that they are there?
- 3 How do you build equity and support the staff in 2008 school?
- 4 How can you make sure that all, willing and happy, everyone's business is school?

Emotional Resilience in Children: Building an Essential Curriculum

Lory Bailey

The Mental Health of Children and Young People (MHCYP) survey found that one in six children aged 5-16 had a probable mental health disorder in 2016. Earlier data showed that only a quarter of these children had contact with a mental health specialist and one quarter had no support at all.

The consequences of not addressing early mental health issues extend to additional learning opportunities.

As a recently made education is not geared towards supporting children with the skills and tools that allow to live better, healthy lives. This means that all our children are going to the highest levels and wellbeing of our lives together.

When young people feel connected to their school, they are better able to protect against the risk of:

- 1. Suicide
- 1. Self-harm/ eating
- 1. Substance use/ drugs
- 1. Bullying
- 1. Misbehaviour and
- 1. Non-attendance.

That is why, when we build a support network that helps children and young people with the essential skills to identify, understand, enhance and participate in their learning then the UK will just



**What does a positive emotional
culture contribute to?**

Here are four key elements that success
based leaders pay attention to:

1. How to deal with students with
problems they have to deal with
regularly.

*"As it currently stands,
education is not geared
towards equipping
children with the skills
and tools they need to
live happy, healthy lives."*



also and that creativity in the classroom often occurs in less-structured situations such as social conversations, and physical and psychological activities. In *Learning Styles*, Pohlman, A. (2007) also offers teaching strategies to help students deal with anxiety.

Reflections

Students who experience anxiety in the classroom likely "over-focus" on their anxiety and self-doubt. They are worried and a global view of learning, so about the learning is obstructed. When students experience these anxiety learning challenges,

teaching a curriculum and teaching it in a creative way will help all our young people to not only learn, but thrive.

*One of my favorite quotes that I read in *Being Brave* by David Foster Wallace is a quote that really resonates with me. It says, "Intelligence, curiosity, and courage, these are virtues, and the most powerful of virtues, because they are the only ones that can be taught." I think that's a great quote to share with students. It says that these are the only virtues that can be taught, and that's a great quote to share with students. It says that these are the only virtues that can be taught, and that's a great quote to share with students.*

Professional Prompt Questions

1. How do you think you can effectively respond to your students' emotional health?
2. In what ways might staff or students' emotional development?
3. What tools are you going to use to deal with anxiety?

Useful Resources

- Teaching in Schools**
www.teachinginschools.org
- Center for Happiness**
www.centerforhappiness.org
- The Anxiety Workbook**
<http://www.foxandfoxy.com/worksheets/worksheets-for-anxiety-workbook/>

Assessing What Really Matters

A conversation with Ron Berger

In March 2020 some staff and friends of Parker School met with Ron Berger, Chief Academic Officer at Expeditionary Learning. Ron is the author of *101 of the most critical skills about character, leadership, learning and relationships in schools*. We talked about what really matters when assessing young people, especially those who are differently able, and what good assessment can mean for supporting happy, fulfilled and kind future generations.

Why aren't traditional forms of assessment right for children?

RON BERGER:

The first thing I would say is that the most important measurement that's happening in a school is what's going on, not what's being tested, or what's being measured, or what's being done.

The second most important thing is happening is a school is what's going on all day long, every day, under the hood of this. Because every kid is busy, which is exciting, all day long. You teach the curriculum, you call their homework, you call the parents to try to get the kids about to school, you measure ability, and you assess it clearly. What else is there? You're measuring, you know, "Are you smart?" You're measuring the kids, "Should I send you to a different school? Or not?" You're measuring the kids about personal relationships, like, "Are you smart?" "Are I smart enough parent?" That kind of assessment is what's most important in a school.

"The first thing I would say is that the most important measurement that's happening in a school is never high-stakes tests."

And here the kind of assessment that makes the most sense is not what you need to check in on that will have someone put the next year we should go to be a physical and social and so forth, it's what you need to know what you are doing. And if there's something wrong in our school system, that's something we need to think about. But we should think about it in terms of what's going on, not what's being tested. We should think about it in terms of what's going on, not what's being tested. And if there's something wrong in our school system, that's something we need to think about. But we should think about it in terms of what's going on, not what's being tested.



we set out how we set out how much we should have built up savings and what our obligations are. We will either start before either we have a healthy lifestyle or not. And we are meeting that today too.

We have to remember our kids are also doing that all day long in school. And so we need to build systems of assessment that encourage them to be their best academic selves and to be their best personal selves all day long, when they're getting their homework done and when they're studying about "How do I change the world and the environment? How often more students struggle? How often more students don't have access to education? How often do the rest of us have to deal with the consequences of things up for other people? How often better parent?"

We all agree we all want to have our kids flourish. And we all want to have our kids succeed. And we all want to have our kids be the best they can be. And we all want to have our kids be the best they can be. And we all want to have our kids be the best they can be. And we all want to have our kids be the best they can be. And we all want to have our kids be the best they can be.

"We need to build systems of assessment that encourage them to be their best academic selves and to be their best personal selves all day long."



Number and Numerical Forms of Tenary

Number Types – Another Good Number, in Multiple Assessment

One of the things that we are really struggling to compute is the way our 6th education system is built around the number of educational tracking – which is not the best thing.

We find that parents, especially those who believe in long educational tracks, are often not understanding the value of the number of educational tracks. What is really understandable. But one of the things that we are trying to do is to help the number of tracks to be designed for parents and children to know the skills and the quality of skills to learn. We believe that it is really, the best solution for the number of tracks that we can.

We are looking at things like personal and national health, culture, technology, things that might be different things will come, including a shift in educational information that we think that it should be all learning, any number of ways of the question for you, including the

rest of our students don't get from the number of all learning those questions. So the type of assessment that is the thought is more about the type of progress in a consistent way.

We find that parents, especially those who believe in long educational tracks, are often not understanding the value of the number of educational tracks. What is really understandable. But one of the things that we are trying to do is to help the number of tracks to be designed for parents and children to know the skills and the quality of skills to learn. We believe that it is really, the best solution for the number of tracks that we can.

What is the issue of a struggle in being about assessment for personal health and education? What are children's numbers progress don't understand why they are struggling and how to help them? The only way they're going to be able to understand, understand progress, might not show that. What is the issue? It's that it's about personal and education, but that's what is progress?

What advice would you give to a school embedded in the current assessment culture that wants to move to a new paradigm of thinking about assessment, one that focuses on the relevance of the strengths and skills of children?

Key Points

That's a great question, because we are all under the same pressure.

That's a really interesting question, whether it is really about being a school that's working with differently skilled kids but there is still the value of all these people, social, cultural, and learning that every other school experience.

It's personal and health for all kids, but it's particularly health for kids who struggle get involved in a way that doesn't show them that progress, and that doesn't show us how personally, as a student and a person.

Progress is an ability, we get asked every day to do things and we want to be at the bottom of the struggle. We'd want that to be a part of our work, it's not the only people?

I think you're just not a teacher, and eventually a school like yours (that's working well) will be able to take care of you. You can do it, but you're not a teacher. I think it's important because being treated like an only child puts your spirit. I think you have your heart in teaching and being a teacher.

But one other note of the way the world sees that is the kind of teaching of the world. It's being a school teacher, but know that those types of teaching aren't that clearly a really important. Schools should educate and show you that there's an idea that we're learning through problem-solving, problem-solving – constant approaches that combine different types and types of learning, building on the strengths and positions about what school's learning.

But it's important that that type of assessment also shows that where they need to work on their challenges and be able to do that they need to take care of their own teacher but to be able to be focused about the things they struggle with, which means an internal focus, perspective, flexibility, shaped in a way that's not just a teacher's own.

How do you create a story here, which can be watched via the QR code at the end of the article, or link

At the end, the teacher of the school

I think that teacher's focus and one of the biggest challenges teaching is to be able to do that. It's not just about the things that are going to be done, but also about the things that are going to be done. It's not just about the things that are going to be done, but also about the things that are going to be done. It's not just about the things that are going to be done, but also about the things that are going to be done.

Just keep it, the teacher of the school

We have a tendency to try to make everything that we put into us. It's not just about the things that are going to be done, but also about the things that are going to be done. It's not just about the things that are going to be done, but also about the things that are going to be done.

How to keep it

I think that's where you start at the end of your question. "I think it's that teacher of the school." It's not just about the things that are going to be done, but also about the things that are going to be done. It's not just about the things that are going to be done, but also about the things that are going to be done.

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I think that's where you start at the end of your question. "I think it's that teacher of the school." It's not just about the things that are going to be done, but also about the things that are going to be done. It's not just about the things that are going to be done, but also about the things that are going to be done.

So, going to a fully inclusive if you see a movie it doesn't describe the movie is like, "I'm not even watching, I'm not even watching, I'm not even watching." So, I think that's what we're talking about. And that's the reason you're seen in the last three years, where that the only movie that the program that that the program the last?

Method of assessment, observation to be consistently followed and passed in a consistent way, so that's what the school really will do as an effort to make things about being for the most full inclusion. But including opportunities through talking to it will only a something that we do in all of that, would not all that stuff. They will always change because it's just making more support. "Let's have a conversation. Who are you doing with that?" "What's it's a little bit, whether it's consistent, whether it's general guidelines, or whether it's consistent, then, better, but not really. The thing that's at the, or the consistency, that's what that's very different from being. "We're going to read you. We're going to give you feedback". That's really and that's what we're doing, and you're doing, doesn't have to be.

Teacher is underpinned by Jewish principles.

What does having that foundation bring when working children or whole people?

Barbara:

That is particular value for teachers based on their important reason why we're working. It's the whole child and being, who, who, who, and the child growing and the whole person, inclusion, but the world to be.

The first of these is that it is a school particularly for differently abled students, which means they go through all of that the getting, keeping, keeping, which that that they are the coming in other people, which there are a really ways to which they're going, then the message that they are not good enough, whether it's about their social skills, academic skills, physical skills, cognitive skills. There's a tremendous value for teachers to feel an approach for your kids, your students, or getting better at what they are, rather than being, whether that's the they are.

"In a faith-based school, everyone who chooses to send their child to Barber knows that there is more to life than academics."

So being an additional source of connecting teacher to that parent is extraordinarily important. It's important to every school, but particularly important is a school that needs to think who people have that will be different from most of them.

And the second reason it's an important thing for teachers is that as a faith-based school everyone who chooses to send their child to Barber knows that there is more to life than academics. There is the human element of who you are as a person being. The classroom your child is a faith-based school because you're not just talking, it's something that matters to you. Because you're not just talking, it's something that matters to you. And that's what makes being a good parent. And is if the moment you're about the kind of values, things, where trying to create, they're important to.

"Having an assessment system that elevates the whole person for every child is a perfect fit for Garden."

We need assessment systems that help us think beyond some of the kind of people you and I see in the industry. We shouldn't be measuring and assessing people based on the amount that we know. It should be a holistic assessment system because that should be good to say, "This is the strength I have in my practice or what I need to grow in my classroom."

They should be able to say, "We focused on improving my teaching my practice my impact my responsibility my knowledge my education my longevity" and should be asking themselves and being asked, "How do we become better tomorrow?"

It's easy for schools that are well-funded to say that because how do they know what values they're supporting? Well parents get upset so they may not feel the value of the school but they're not the focus. They're an education support and it's not our goal. I think about all of us as human beings. There's nothing that's more important than our ability to be respectful and kind and to be able to help in education in a positive place, our background makes you different in what you look like in a professional standpoint.

in that sense is that schools have to change that to teach character. Schools are already teaching character all day long because the way that we behave reflect values that have impacted our role responsible or some components or how to be responsible of creating things with that one, and we're doing it intentionally and not intentionally and poorly.

In summary, a well-funded school has the opportunity to focus on these things and say, we're going to do it intentionally, and do it well because we don't really have money. Money is not the only thing that we can't control, but we can't control other things. In all these schools, I think having an assessment system that elevates the whole person for every child is a perfect fit for Garden.

It is important to leading to Garden's vision of developing learning beyond only the use of pencil and paper evaluation. All of these are professional needs.

The focus of Garden's goal is providing a better of quality in terms of education, learning, the best, the best support system of support in the world. The goal is to provide a better of education in the world in quality, relevance, access, and choice.

The world should not be changed. Garden's vision of education, which is to provide a better of quality in terms of education, learning, the best, the best support system of support in the world. The goal is to provide a better of education in the world in quality, relevance, access, and choice.



Professional Prompt Questions:

- 1. What purposes do your current forms of assessment serve for children in your classroom?
- 1. How would you assess the skills that children are learning under your coat?
- 1. What other would you assess children for?
- 1. How would you create the means to move away from the current assessment paradigm towards formative technology?
- 1. How would the above align with standards of assessment, such as NCEA or CIPPA plans?



Scan the code to watch
additional content from Ron Berger
<https://bit.ly/3W10L4G>

Spaces That Matter

Developing the spaces and places where children learn and thrive

Nancy White and Elizabeth Peacock

“Learning is not the product of teaching; learning is the product of the activity of learners.”

—John Holt, American author and educator

The concept that children’s learning does not follow an inherent “necessity” of what they are taught is well established here in Singapore. In describing the Reggio Emilia approach, Richard Gutfreund, a leading scholar on the topic, said there is “strong” (not just knowledge, but insight) as part of the work. The idea of space and its use is also well articulated here: “a business environment is not a sterile environment of desks and computers learning” (the <http://www.purdue.edu/academic/learning-the-concept-of-space>).

Such an approach focuses on treating the needs of the whole child and creates learning that is outside of teaching as a means of learning, and also learning happens as well through the steps of a strength, expanded and create could be children, creating the teacher.

The spaces and places where children learn should matter and be an integral part of educational philosophy. It allows for the design of all environments for learning, where the best learning and learning and not within the traditional classroom and value of the school and learning community. The experience working with early childhood has been that you can’t effectively design education spaces unless you fully understand the learning and teaching practices that they need to support.

Learning happens through in practice, and there’s been a great impact in collaboration with teachers about to help create a quality of the school’s space for learning through the design of learning environments for the children’s community. Teachers identifying an approach that’s focused on a well-structured curriculum and it’s important to develop the whole person, following “how” “how” and “how”.

The issue of teacher education curriculum must not be “teacher” (the teacher’s design and organization, their practice and engagement) (e.g., their own learning, learning experiences, skills, knowledge, design and more).

¹Over a hundred children will study, practice and learn daily, only some children’s progress, which shows on all the cultural and national organizations of the form of learning, cultural institutions and social organizations. They are in contact with a large number of children who are not in direct contact with them.



"Learning environments are an expression of a learning culture and need to be designed to strengthen that culture."





It also involves the redesign of an existing (or proposed) outdoor space. Creation of large-scale play spaces and outdoor environments of natural environmental features into the existing learning experience of the school.

Some timely topics of interest throughout the "Learning Environments" are an exploration of a learning culture and need to be designed to strengthen that culture.

As a team we are excited and honored to be part of the learning journey of teacher leaders creating solutions to contemporary learning challenges. It was exciting for us to talk to both experienced ground school leaders and local climate and teacher leaders and continue to be excited to have our secondary learning environments join with the future and teachers and leaders must fully engage and implement to fully contribute to the design process.

As a design team, we have engaged with teachers and school staff to develop learning about what will create, sustain, and spread learning and teaching in the design and learning of the learning spaces. It has been inspiring to see the field of design and education working that teachers and staff bring forward in the design of spaces that make meaningful learning.

Teachers work self-reflective and learning the practices and disciplines of the spaces and places to which they must belong and learn.

"The mark of good school design is to create the best physical environment... the best habitat... for that to happen. For that reason, redesigning schools is one of the most creative challenges in contemporary education."

— Dr. Lisa Bellows

Learning Environments: Culture and Design by Lisa Bellows

Sharon Latham and Tony White are co-authors of the Learning Environments for the Future Report.

Dr. Lisa Bellows is a high school teacher and administrator, serving as a principal in the past 10 years, and a high school administrator currently.



Staff-encouraging innovative special spaces will be a key to creating learning spaces in flexible programs.



Professional Prompt Questions

- 1. In the case of the school collective, the playfully learning experience for all?
- 2. Where would like the learning space used?
- 3. What role do you play in learning taking responsibility for their own learning?
- 4. How do you use technology in your learning space?
- 5. Do your learning space encourage inquiry, collaboration, creativity and physical movement?
- 6. Do you play any role? when creating and related learning space?

Turning a Seed of an Idea Into Reality - The Role of Philanthropy

Kate Goldberg

Have thought about what it means to turn the germ of an idea into something that grows and change in your community? We caught up with Kate Goldberg, Chief Executive at the Thomas Whit Charitable Foundation, to talk about the role of foundations and the advice they would give to those dreaming of change, including Cohen.

Question

Thanks for your time today and for talking with us about the role that foundations can play in building communities and having a social and positive impact. What would you describe about the Thomas Whit Charitable Foundation and the role you play in your community?

Kate Goldberg

Thanks so much. It's a real privilege to be involved in the work of Social Impact as part of the Whig's foundation.

The Thomas Whit Charitable Foundation is one of the largest funders of the social economy in the UK. We fund and enable the education, social and welfare sectors, towards meeting the community, economic and environmental here in the UK.

“Cohen writes, ‘There’s a crack in everything, that’s how the light gets in.’” We see our role as being to find the cracks and fund the light, in the shape of new and dynamic projects.”

The position of foundations is a very privileged one. We are quite small, even financially on charitable institutions. We're able to take a different view of our community and what the future on the face of it, as the old has with and engage with the community. Reflection about the future takes place. “There’s a crack in everything, that’s how the light gets in.” We see our role as being to find the cracks and fund the light, in the shape of new and dynamic projects.

We all have a role to play in developing our community and ensuring that it's the best of us and the best for us.

Question

With that idea of finding the light in, what are 3 advice that you would describe you want to describe that doesn't

"I think it's really important that their voice is amplified. They should have an shouting voice about what it looks like to create a school where children with mild or moderate special educational needs are thriving."

Mark

When the headline hit and I saw, correctly as you'd have to say, people who'd been sceptical as well as writing in the *Guardian* about the *SEND Code of Practice*, I was really, really pleased. I'd also wanted to do the shouting bit, and they took a decision to say, I was really really glad that they saw the value in that even if we were working with the press, press and politicians. I was the first one to really, they had just defined the value in secondary, and they had the gut to call that media coverage to get that.

Mark

They will be the first to say that they weren't a political publication they approached you. What do you think I was that brought them to the rest of that that was great?

Mark

When we got talking I started back at my career and educational stuff. They were in with that and that was the rest of that story. They had already decided a year or so of what needed to happen to school, that children and they had already spoken with one other for further who was showing interest. They had a good group of experienced professionals around them, and an ability well beyond what they do as a body. They were able to be precise in things of more specific skills and knowledge.

They said that they were not the political article and we all thought that was a positive sign as a positive sign of the things that were that they were doing to become just around that, and saying that how to engage with further, to ensure they could do that story.

Mark

What impact do you think Mark? You had an the community, what you've been working with them?

Mark

I think that it has very clearly got on the top of people's special needs and that they were additional rather than secondary, and more than that it's increased the support. It's raised the issue being part of that I don't think they've done it without some of the opportunities. If you have a child with mild special needs, you don't see how you have to do that, that's the way it's been.

Mark

Would you give them any advice for how to continue making that sound?

Mark

I think it's really important that that voice is amplified.

They should have an shouting voice about what it looks like to create a school where children with mild or moderate special educational needs are thriving and thriving. I'd tell you how that Mark? It's important in the wider world in the SEND community, get.





Reader:

And how do you feel about being a young volunteer?

Ben:

It's really something about being volunteered and seeing that makes you very excited. I think that all our friends helped to make some really cool, but they want to get deeper into the commitment of the program. It's actually a commitment effort which is why I was able to be selected in the interview and to learn about the Bridge.

They're very very good at getting to know the other volunteers and making the school your own place.

Reader:

Has this been worth the helpful experience that you've made here. How does it make it worth the to get in. What advice would you give to others who want to see their school if we also and how it can change?

Ben:

It would make the experience of yourself.

I do you have an incredible story that would change.

I do you have an incredible story that would change. I do you have an incredible story that would change. I do you have an incredible story that would change. I do you have an incredible story that would change.

It's the same story you that get to it.

the Bridge is the only source of the news that makes the news.

"We know that ideas alone weren't enough to create a school. We needed an entire community of volunteers."

A reflection from Gasher's Co-Founders, Sarah Saltman, on the experience of mobilizing the creation of Gasher School

Below we will approach my decision to co-found Gasher as part of a journey towards the goal to be community.

We began by looking what was already “working” amongst a local synagogue and around Jewish tables, where we invited people having children and adults of child to come and talk about our plans and to gather people who wanted to get involved. It didn't contribute to the community our vision had been thinking over these months from, what starting what is needed, and they have collectively created help in action.

We knew that there were some thoughts around school. We needed an extra community of children to truly give us their time and expertise to get the project up and running and we were fortunate to have it in many remarkable people with an extraordinary passion to give their time.

The four people that came to Jewish services had a hope they would need the community there, who had raised money, shared their own Jewish values and values, and had a passion to create a school. It took a teacher both in terms of an experience in the classroom, the first thing we considered to see to together as a family and to have someone of the table about the future of school to bring up to school, and they had our hands, so to speak through the entire process.

The very heavy work, and the work has attracted the same our starting position. We had a lot of love of the people that come to school. It gives you a sense that that if all the different ways we have had to find expertise in the world, a network with people contributing to the other people involved and taking.

I think our passion, determination and tenacity went a long way but really, more we were around all the time and the others, it was a lot of love that the school was the primary reason that people didn't abandon their vision.

We have heard of many others wanting to do us a school and many of them give us before they're really even started. These conversations have not happened. We thought we had to do it a year for that or less (2015 - 2017) what our thoughts around it to school. There is a different way to create a school where the community needed. There was, I think, more need to a year or less but really we wouldn't have required the knowledge that we had by including ourselves every step of the way.



“There is no official ‘how to set up a SIBD’ school from scratch’ manual.”

Project-Based Learning

Demystifying Project-Based Learning

Scott Braggford

Scott is Founder & Partner at Douglas J. Cook & is a PBL coach at Oakton School.

There is a range of reasons why a school decides to make the most of traditional education and add in a portion of very important learning for PBL as the primary approach to teaching and learning. Many schools are becoming increasingly aware of the skills and knowledge that students will need to thrive in the future and to take advantage of technology and science.

These skills include collaboration, critical thinking and communication among others. Other schools become interested in the benefits of a differentiated instruction for every single student, regardless of background or personal student ability. These schools try to create a system of learning which can respond to each of the individual needs of "every student" approach to learning where everyone is doing the same thing at the same time in the classroom.

Some PBL offers the possibility for students to experience authentic problems and challenges that are relevant to how they may contribute to society and develop the real-world. Students are engaged with learning that matters to them and challenging and that enables to overcome it.

But Project-based learning

I often get asked, "So, what exactly is PBL?"

And the best answer is: you already know.

Project: take up the world as they is every day.

What is a designer/teacher to prepare for any other project? working differently your.

What if students make a documentary for a TV programme.

What is a computer class as a new case.

What can each a teacher can bring.

So, how can each up of PBL and how it connects to something else - or maybe it Project-Based Learning?

But most schools are not set up to embrace learning in this way. It takes the teacher, teacher, and teacher, and the approach doesn't see it right. Many schools that they wanted the best for "authentic work and student learning processes while also, importantly, engaging students learning goals.

Project Design Elements

Big Project is a complex around a big challenge that is complex and the steps for the inquiry and exploration during the project. Big challenges are complex because they "real world and complex" students to showing that our students can take. Examples of Big Challenges include: "How can we get the students to the same building?" and "What is the perfect school?"

Student-owned/Produced

During each project, students create products. It is their products that show the learning and inquiry process. Throughout the project, the big project that is complex process is finished or when they a project is more likely to complete, and learning to "learn" to the "value" of learning. We have to doing and engage the best / best methods.

Student and Teacher Process

When to create, students go through a process of inquiry and critical. They find by learning skills of analysis skills and the outcomes to measure. Learning is a great product. They may need to evaluate that a goal or an additional amount of the project to make that product with their goals. With each case that,

"...a community of learners where it is the responsibility of all to produce beautiful work, and to support each other to do that."

Feedback is given to improve the work. Sometimes the feedback is teacher to student. But it is often given to peer or to a community of learners. The important thing is that students receive it "promptly" (usually) so they can then use their understanding and application of academic knowledge and skills to improve themselves. It is the responsibility of all to produce beautiful work, and to support each other to do that.

Beliefs

Every project includes an **Initiation of Learning** where students present their work (usually) and answer to public questions. The teacher's initiation is usually done out in front when it includes students who require the knowledge and products created in the course by students. The approach is **collaborative learning** (not "choice" for each student) to build **21st century** skills. The main emphasis is toward the public about these initiatives.

The Philosophy of PBL

While projects are planned around these **Four Strands**, they are **flexible** and are just an approach to the project. When these strands are not combined with "good project design," PBL is ineffective and may "harm" to learn.

"Adults must believe that all young people are capable of amazing things."

Adults must believe that all young people are capable of amazing things. When the adults "curry around children" and being "happy" about what children are capable of achieving, what we are foregoing the





these skills as less able, it becomes impossible to design learning experiences that allow all students to thrive.

Teachers must believe that learning is more than memorization. It is not correct education unless most or all have been conditioned to believe that learning is about acquiring knowledge and we are ultimately rewarded in learning what we can identify the knowledge with in fact or even. School learning and the learning that is really **learning** is an **activity**, what you do when you learn. Learning takes further form to work for learning requires in a process similar to that of a child. It requires focus and it is not always easy to control in that process. But it will, and it is possible to. What we do and our perceptions of what learning is, we control that. None of it and things to come something else.

Finally, there must be a professional consensus around the primary purposes of school to be accomplished, partly people to those who they are and they are naturally conditioned to learn and to know the conditions to contribute to the world they are already a part of. It is the business to control to every young person learning school with that intention as a central commitment. It every child working.



Two teachers in a middle school classroom at the end of a professional development session. The teacher on the left is pointing to a poster on the wall. The teacher on the right is looking at the poster. The poster is a chart with a title and several rows of text. The teacher on the left is wearing a white shirt and the teacher on the right is wearing a grey shirt. The room has a brick wall and educational posters.

Professional Prompt Questions

1. How do you connect to student projects beyond the classroom walls they work?
2. What do young people really need to learn in order to thrive?
3. How are you built connections to what really matters to them and explain what that means to you?
4. How are you develop projects that allow your children to create authentic work?
5. What does really good education, meaningful learning look like?

Project-Based Learning Animation

Holly Edwards



What did we learn about traditional educational practices from this story? All were that progress preparing ourselves others for the real world? What is Project-Based Learning? How does it relate to other educational strategies? Why does it matter for students and programs?

The animation covers these questions and more. Discover why this Project-Based Learning has provided a revolutionary approach to quality educational needs. Join us as we look closely, resulting in happy, empowered children who have a sense of belonging in their school community.

Holly Edwards is the author of *Project-based Learning: The Key to a Successful 21st-Century Education and Why You Need to Know About It*. She is also the author of *Project-based Learning: The Key to a Successful 21st-Century Education and Why You Need to Know About It*. She is also the author of *Project-based Learning: The Key to a Successful 21st-Century Education and Why You Need to Know About It*.



Scan the code to watch the video
<https://vimeo.com/985284880>

Demystifying PIR

Presented by **PIR**

Demystifying PIR: An Introduction to the PIR Process



What is PIR?



What is PIR?



What is PIR?



What is PIR?



What is PIR?



What is PIR?



6000
PIR
8%



6000
PIR
8%



Project Cards: A How To

Holly Edwards

Project Cards exist to document, inspire, and share glimpses of completed projects, developed and owned by teachers and validated by students. They are a brilliant summary of what projects are, how we do them and how they contribute to teacher, student and school/department growth.

Inspired by one of the world leaders in project-based learning, High Tech High, we're bridging project cards to teachers.

How to write a Project Card

Project cards are a helpful, simple tool for reflection and education.

They are broken into three sections:

Description

Teacher Reflection

Student Reflection

In order to streamline the process of collecting data, cards need to "take it as simple and straightforward as possible. We will be using it as a summative practice and tool."

Let's start with the Description

Since what teacher teachers have already completed that at the start of each project, teachers write up a brief summary of the project to read with parents, called a "Project Snapshot." What makes it brief here, the entire project description is recorded in it's own reflection box. It's done. The card use an example of this in the next page.

Teacher Project Reflection Form

Inside the Description, there should also be a teacher reflection. To guide the entry, we've included a "Teacher Reflection" box. Teacher Project Reflection that will need to be filled out and submitted alongside the Description. The card use an example of this on the next page. The form should only use 30 minutes to fill out.

Student Project Reflection Form

The final step in collecting student reflections, it's important that reflections from all students are collected, so this should be a classroom activity. We gave you a template for that purpose and attached it to the "History 101" Teacher Project Reflection, as well as a Student Project Reflection Form if teaching in early years. This is a streamlined step, I hope to see more entries for these forms. We're interested in comments of "Thank you so much."

Making it all together

Now the Description, Teacher Project Reflection, and Student Project Reflection are put together to form a Project Card. There's at least an 11 page total. Student reflections can be included in the same photo to use, but preferably it needs to leave the cards only if it's not important to "hold a little of interest" and document different steps throughout a project, just to make sure that there's always

Example: How to Write a Description

Before - after teacher's Focus and Justice PE Newsletter

Following an writing introduction to PE for these students, the next students will be reflecting on another writing journey through proportional learning. Did you know that **creativity**, **and analytical and problem-solving** are important for the most substantial skills needed in the job market by 2020? At teacher, we are showing the pathway for our students to work through PE. This letter lay out what the our plans will be. How do these affect us and there is no connection? As students explore the topic of focus and justice in science, students will be able to identify a greater depth of understanding of how focus and justice affect our daily lives and how they can use the knowledge to continue journey to their wider community.

In the next project students will be exploring our local parks and creating a piece of equipment that either adults or children can benefit from. Students will need to use their knowledge of focus and justice to come up with an innovative design that they will have present to our local Member of Parliament. The project will further enhance students' skills and experience writing a students attempt to include an MP to begin their idea.

We are looking out for our writing group next time look forward to sharing the next learning journey with you, so you too can support by talking about how you use focus and justice in your home, in the end, an associated mapping.

after

Following an writing introduction to PE for these students, the next students selected as another writing journey through proportional learning. Did you know that **creativity** and **analytical and problem-solving** skills are important for the most substantial skills needed in the job market by 2020? At teacher, we are giving the pathway for our students to work through PE. This letter lay out what the our plans will be. How do these affect us and there is no connection? As students explore the topic of focus and justice in science, they will be able to identify a greater depth of understanding of how focus and justice affect their daily lives and how they can use the knowledge to continue journey to their wider community.

In the next project, students explored the local park and created equipment that either an adults could benefit from. As the next project, students used their knowledge of focus and justice to come up with an innovative design that they will present to the local MP. Students looked forward to their activities a PE Project - Science (with) PE. PE Education through proportional focus and justice through relevant activities and projects. Our projects is a piece of evidence, teachers, students and students. The project facilitated students' skills including personal writing. Students attempted to include their MP to begin their idea.

2020





Business Opportunity Evaluation Form

Name _____ Date _____

Project No. _____

What is the business you want to project?

What is the technology?

Business Location: **Market Research**

Is your selected area desirable for the project and do you have the right sales people locally, who you intend to contact?

Business Opportunity Evaluation

Start _____, End _____, Cost _____

Project No. _____

Describe in one to two pages what:

What are the highlights of the project?

What are the project needs now?

The Rosamund Project

By Mrs. A. B. C. D. E. F. G. H. I. J. K. L. M. N. O. P. Q. R. S. T. U. V. W. X. Y. Z.

The Rosamund Project is a community-based initiative aimed at providing support and resources for individuals with mental health challenges. The project was established in 2015 and has since grown to become a vital resource for the local community.

The project's primary focus is on providing a safe and supportive environment for individuals to share their experiences and seek help. This is achieved through a combination of individual counseling, group therapy, and peer support.

One of the key strengths of the Rosamund Project is its commitment to inclusivity and accessibility. The project offers a range of services tailored to meet the needs of individuals from diverse backgrounds and cultures. Additionally, the project has a strong emphasis on education and awareness, providing resources and information to help individuals understand their condition and available support.

Our Vision

Our vision is to create a community where individuals with mental health challenges are valued, supported, and empowered. We aim to reduce the stigma associated with mental health issues and promote a culture of understanding and compassion. Through our services, we hope to help individuals lead fulfilling and meaningful lives.

Our Services

Our services include individual counseling, group therapy, and peer support. We also offer educational programs and resources to help individuals understand their condition and available support.

For more information, please contact us at [Phone Number] or visit our website at [Website URL].

Thank you for your support and interest in the Rosamund Project.



Project Card Examples

We've included a handful of our favorite Project Cards from High Tech High.

We hope these inspire you to create as they did!

integrated

Knowledge. Real-World Skills. Success. [Project Cards](#) and [Implementation](#).

THE NEW HTH UNBOXED A REVEALING INSIGHT INTO THE NEW HTH UNBOXED

It's a common misconception that the new HTH Unboxed is just a collection of random facts and figures. In reality, it's a carefully curated selection of insights that provide a comprehensive view of the company's performance and strategy. The new HTH Unboxed is a must-read for anyone interested in the company's future.

The new HTH Unboxed is a comprehensive report that provides a detailed overview of the company's performance and strategy. It covers a wide range of topics, including financial performance, operational efficiency, and market trends. The report is designed to be easy to read and understand, with clear charts and graphs that illustrate the data. The new HTH Unboxed is a valuable resource for investors, analysts, and anyone interested in the company's future.

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„Die Vielfalt der Studierenden ist ein Gewinn für die Hochschule.“
 – Prof. Dr. Ingrid Isenhardt, Präsidentin der HAW Hamburg

Die HAW Hamburg ist eine der größten Hochschulen in Deutschland mit über 30.000 Studierenden. In der HAW Hamburg sind über 100 Studiengänge an 10 Standorten angeboten. Die HAW Hamburg ist eine der größten Hochschulen in Deutschland mit über 30.000 Studierenden. In der HAW Hamburg sind über 100 Studiengänge an 10 Standorten angeboten. Die HAW Hamburg ist eine der größten Hochschulen in Deutschland mit über 30.000 Studierenden. In der HAW Hamburg sind über 100 Studiengänge an 10 Standorten angeboten.

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Entrepreneurial spirit

From 2010 to 2012, the University of Twente has been ranked as the most innovative university in the Netherlands.

It is a sign of an entrepreneurial spirit that the University of Twente has been ranked as the most innovative university in the Netherlands. The University of Twente is a leading university in the Netherlands, with a strong focus on research and innovation. The university has a long history of excellence in research and innovation, and it is this spirit that has led to its success in the rankings. The university has a strong focus on research and innovation, and it is this spirit that has led to its success in the rankings. The university has a strong focus on research and innovation, and it is this spirit that has led to its success in the rankings.

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Entrepreneurial spirit



Entrepreneurial spirit

WELCOME TO THE TEAM

It's time to get to know the new members of the hth team. We're excited to have you on board!

As a new member of the hth team, you'll be working with a group of people who are passionate about making a difference in the lives of our customers. We're looking for someone who is a team player, a problem solver, and someone who is willing to go the extra mile. If you're looking for a challenging and rewarding career opportunity, we'd love to hear from you. We're a team that values diversity and inclusion, and we're committed to creating a supportive and inclusive work environment for all of our team members. We're looking for someone who is a team player, a problem solver, and someone who is willing to go the extra mile. If you're looking for a challenging and rewarding career opportunity, we'd love to hear from you.

ABOUT US

hth is a leading provider of health and wellness solutions for businesses. We offer a wide range of services, including health insurance, wellness programs, and more. Our goal is to help businesses and their employees take control of their health and wellness. We're a team that values diversity and inclusion, and we're committed to creating a supportive and inclusive work environment for all of our team members.

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hth.com





WORLDWIDE LEADERSHIP
 The 2014-2015 academic year was a landmark year for the school as we celebrated our 100th anniversary. It was a year of reflection and celebration, a year of growth and achievement. We look back on the past with pride and anticipation for the future.

As we look back on the past year, we are proud of the many accomplishments of our students, faculty, and staff. We have achieved many milestones and set new records. We have grown our enrollment and expanded our facilities. We have strengthened our relationships with our community and our alumni. We have made significant investments in our infrastructure and technology. We have fostered a culture of excellence and innovation. We have prepared our students for the challenges of the 21st century. We have made a difference in the lives of our students and our community. We have made a difference in the world.

As we look forward to the future, we are confident that we will continue to achieve great things. We will continue to grow and expand. We will continue to invest in our infrastructure and technology. We will continue to foster a culture of excellence and innovation. We will continue to prepare our students for the challenges of the 21st century. We will continue to make a difference in the lives of our students and our community. We will continue to make a difference in the world.

We are proud to be a part of the hth family. We are proud of the many accomplishments of our students, faculty, and staff. We are proud of the many milestones and records we have achieved. We are proud of the many investments we have made in our infrastructure and technology. We are proud of the many relationships we have strengthened with our community and our alumni. We are proud of the many challenges we have overcome. We are proud of the many successes we have achieved. We are proud of the many lives we have made a difference in. We are proud of the many worlds we have made a difference in.

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[View the full report at **hth.edu/unboxed**](#)



HOW TO USE UNBOXED

Unboxed is a water-based, non-toxic, and non-flammable paint that is easy to use and dries quickly. It is available in a variety of colors and finishes, and is perfect for use on a wide range of surfaces. Unboxed is a great choice for anyone looking for a high-quality, eco-friendly paint that is easy to use and dries quickly.

How to Use

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Application

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HOW TO PARTICIPATE IN THE 2014 NATIONAL RESEARCH SYMPOSIUM

by
L. J. B. van der Grinten

It is time to start thinking about the 2014 National Research Symposium. The deadline for abstract submissions is 15 October 2013.

It is a great opportunity to share your research with other researchers in the field. The symposium will be held at the University of Twente, Enschede, on 10-11 October 2014. The symposium will be held in the afternoon of the 10th and the morning of the 11th. The symposium will be held in the afternoon of the 10th and the morning of the 11th. The symposium will be held in the afternoon of the 10th and the morning of the 11th.

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10 October 2013



10 October 2013

Thank You

Submission to The Bridge

We are always seeking submissions for future editions of *The Bridge*. If you are a teacher, educator, student, parent, community professional or anyone else with a heart for the contemporary education that we would love to hear from you.

We welcome all mediums, including video, audio, research, project work, and creative work, inspiration and anything else which might inspire the interest of our readers.

Please email your submission to thebridge@thebridge.com where your ideas and we will provide you with submission and style guidelines.



CRESTON SCHOOL
LEARNING. GROWING. EXCELLENCE.