

Transformative Leadership: How to Inspire and to Create Innovative Design Plans for Your School



Dr. Heidi Hayes Jacobs @heidihayesjacobs



INTASE 2017
Master Class

Our essential question:



How can we prepare our learners for their future?

**How can we transit to
remarkable
contemporary learning
environments?**

**How can I help lead
this transition?**



BOLD MOVES **FOR SCHOOLS**

Heidi Hayes
JACOBS

Marie Hubley
ALCOCK

How We Create Remarkable
Learning Environments

BOLD MOVES FOR SCHOOLS

How We Create Remarkable Learning Environments

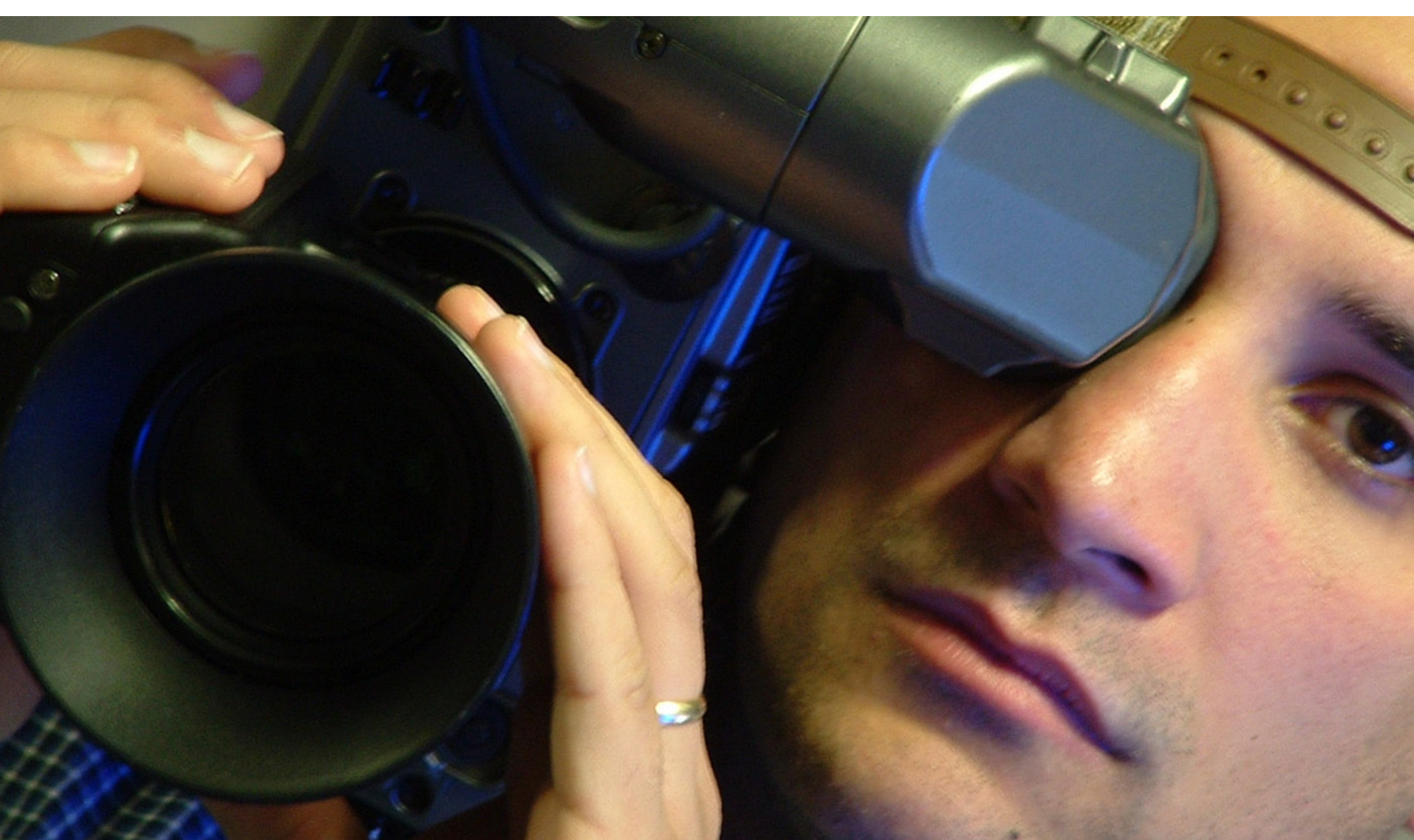
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Class of 2030-
This Year's Preschool



Learners Create and Share Knowledge
Differently from Previous Generations



The new literacies :

DIGITAL
MEDIA
GLOBAL

Upgraded Assessment Types

3-D Modeling/Printing/
Scanning
Animation
Blogging/Forum
Broadcasting channel
Case Studies on Website
Collaborating
Database
Data Visualizing &
Digital Audio/Podcast
Digital Game Creating
Digital Storytelling
Digital Portfolio
Digital Video
Drawing
E-Publication Creating
Entrepreneurial plan
Fact-checking repository
(snopes.com)

Film study/critique
Forecasting/Projecting/
Global Forums virtual
Graphics/Image
Graphics Organizer
Graphing
Grant proposal
Infographics
Info-Database Searches
Interactive Simulation
Internet Researching
Mashing/Remixing
Mathematical Modeling
Media critiques
Music e-composition
Photo blogging
Playlist - annotated
Podcast -audio
Presentation- Prezi

Programming/Coding
Project Planning Tool
Prototypes
Researching/Vetting Tools
RSS Feeding
Screencasting
Screenplay
Sketch-noting with tools
Spreadsheets analysis
Station hosting -podcast
Storyboarding
Survey design
Timeline interactive/virtual
Video Hosting
Web Authoring/Curation
Webinar event hosting
Word Processor
Word Recognition
Video/Image Synthesizing

acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

Home About us Curriculum Assessment Reporting News & Media Tenders

Curriculum

ACARA is responsible for the development of the Australian Curriculum from Foundation to Year 12. The development of the Australian Curriculum will occur over three broad timeframes and is guided by two key documents: the Melbourne Declaration on Educational Excellence for Young Australians and the Shape of the Australian Curriculum.

Progress of the Australian Curriculum:
Click on the learning area links for more information.

SHAPING	WRITING	IMPLEMENTATION
Arts F-10		
English F-10		
English 11-12		
Health and Physical Education F-10		
Civics and Citizenship 3-10		
Economics and Business 5-10		
Geography F-12		

COMMON CORE STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

Home About the Standards Voices of Support News Get Involved FAQ The Standards

Adoption by State

See which states have adopted the Common Core State Standards.

[Discover More »](#)

PERÚ Ministerio de Educación

Inicio Buzón de contacto Agenda Libro de Reclamaciones Transparencia

Lunes, 14 de Octubre de 2013

"Año de la Inversión para el Desarrollo Rural y la Seguridad Alimentaria"
"Decenio de las Personas con Discapacidad en el Perú 2007 - 2016"

Noticias

EVALUACIÓN LATINOAMERICANA APLICARÁ MAÑANA EL MINEDU EN 300 ESCUELAS
Mañana martes 15 y el miércoles 16 de octubre, el Perú participará del Tercer Estudio Regional Comparativo y Explicativo...
(14 Oct. 13) [nota completa](#) [noticia](#)

LIMA SERÁ SEDE DE LA V CONFERENCIA INTERNACIONAL DE EDUCACIÓN INCLUSIVA Y DISCAPACIDAD
Expertos y profesionales de Finlandia, Estados Unidos, Argentina y otros países, participarán, el 15 y 16 de octubre, ...
(13 Oct. 13) [nota completa](#)

imágenes videos +noticias

OBRAS DE INFRAESTRUCTURA EDUCATIVA
Culminadas a la fecha

CONCURSO de directores y subdirectores
Plazas directivas 2013
Preguntas Frecuentes

LEY DE REFORMA MAGISTERIAL
LEY N° 29944

RODAS DEL APRENDIZAJE

ORIENTACIÓN AL CIUDADANO

DIRECTIVA DEL AÑO ESCOLAR 2013

EBR DISEÑO CURRICULAR NACIONAL

PROYECTO EDUCATIVO NACIONAL 2013

éducation nationale **education.gouv.fr**

Entrez votre recherche ici

sur education.gouv.fr sur tous les sites de l'éducation nationale

LE SYSTÈME ÉDUCATIF ÉCOLE COLLÈGE LYCÉE POLITIQUE ÉDUCATIVE CONCOURS, EMPLOIS, CARRIÈRES BULLETIN OFFICIEL

EN CE MOMENT Rythmes scolaires École numérique Recrutement La refondation de l'École Réussite éducative

Charte de la laïcité à l'École

Vincent Peillon, ministre de l'éducation nationale, a présenté la Charte de la laïcité à l'École. La vocation de la charte est de rappeler les règles qui permettent de vivre ensemble dans l'espace scolaire et d'aider chacun à comprendre le sens de ces règles, à se les approprier et à les respecter.

CHARTÉ DE LA LAÏCITÉ À L'ÉCOLE

La Nation confie à l'École la mission de faire partager aux élèves les valeurs de la République.

GLOBAL MOVEMENT TO STANDARDS
an opportunity to modernize



Accountability for Innovation

THE FILM THE BOOK SEE THE FILM HOST A SCREENING TEAM DONATE CONTACT



FROM THE MAKERS OF

GET INSPIRED:

First Name

Last Name

Email

SUBMIT

BEYOND MEASURE



PREMIERING FALL
2015



Beyond Measure

<http://beyondmeasurefilm.com/#prettyPhoto/0/>

What pedagogy best serves engagement?



Pedagogy

Antiquated

What to cut?

Classical

What to keep?

Contemporary

What to create?

A New Kind of Learner Needs:

The best of CLASSICAL
and CONTEMPORARY TEACHING
Student as:

- literate self-navigator
- professional learner
- media critic
- savvy media makers
- mindful citizens
- social contractor
- global ambassador
- innovative designer



Our learners need
CONTEMPORARY
teachers / leaders
who are:

- > literate self-navigators
- > professional learners
- > social contractors
- > savvy media makers
- > global ambassadors
- > mindful citizens
- > innovative designers





Turn to one or two colleagues

- ❖ Reflect on the impact of pedagogy on our learners and YOUR choices as a contemporary educators both in terms of structures and program:
- ❖ What to cut? What to keep? What to create?
- ❖ *Three minutes*



Drafting a Contemporary Mission

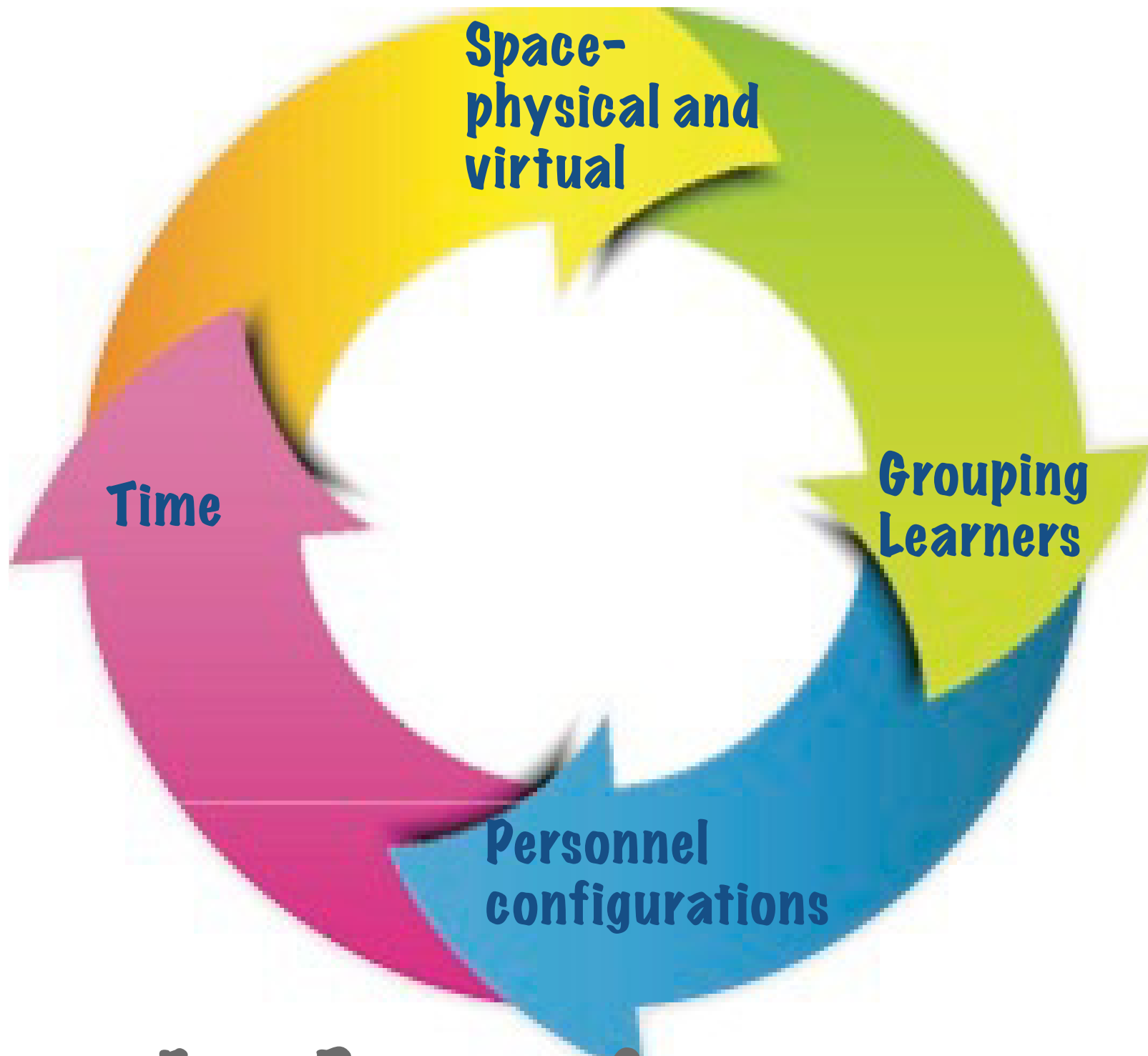
How can our school shape a meaningful mission statement to focus our commitment to right-now learners?

Innovation Design Team: *Drafting New Learning Environments*

--Beware
of habits

--Imagine
possibilities





Four Program Structures

Modern learning environments foster a sense of purpose and a sense of belonging







Spaces for Designed
Interaction

Global Research



Independent Researchers





Elevated spaces promote new views.



Coaching and Feedback Center



Media Production Labs

Portable Green Rooms



Variation in height of
furniture

Deerfield USD 214, Illinois



Fielding Nair International

From cells and bells to a LC



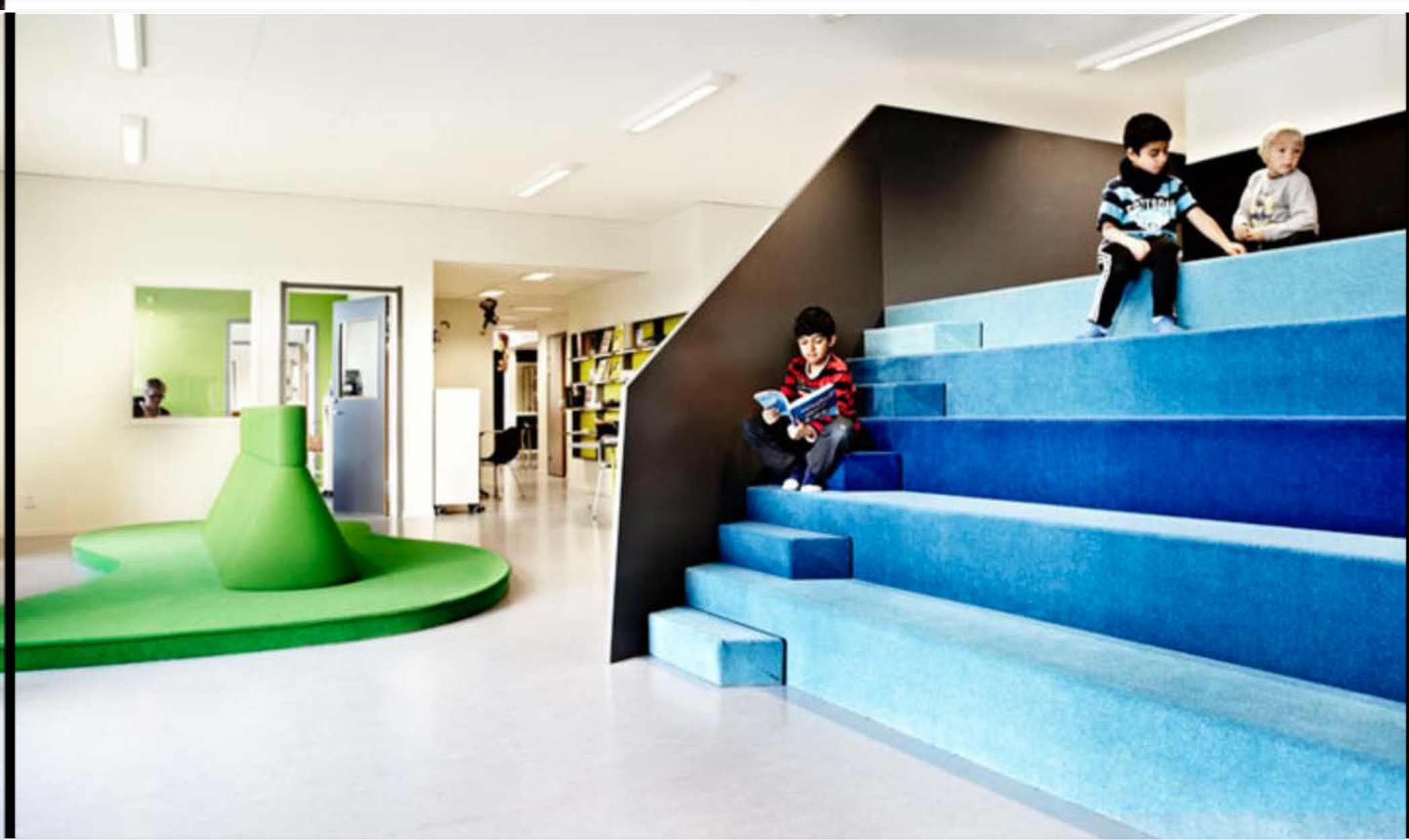




Flow-alcove to seminar
to instructional room

Deerfield USD 214, Illinois

Elevated spaces stimulate learning.





Makerspace

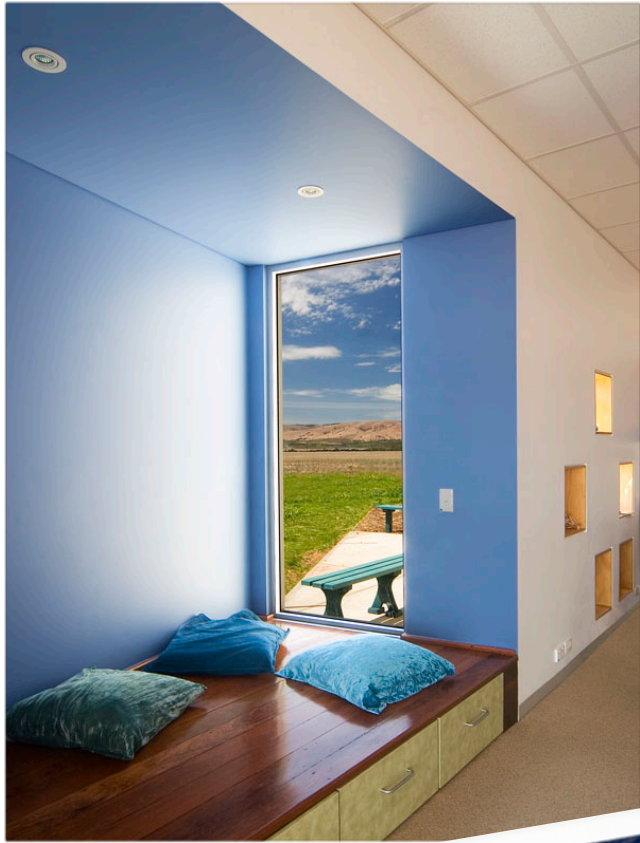
INTERDISCIPLINARY



Exterior spaces and the
use of glass

Light and flow.







Summary Scope

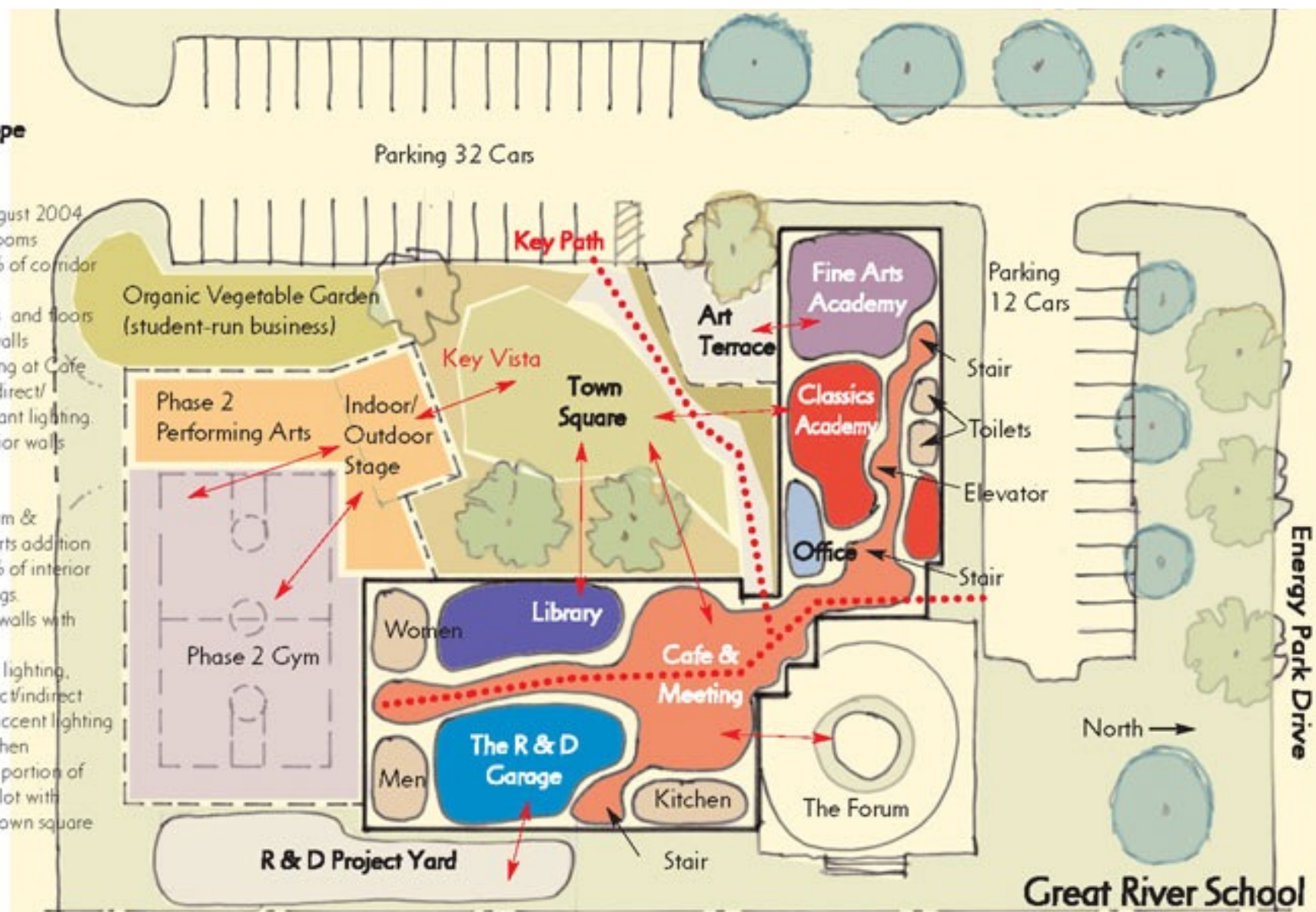
Phase 1

Occupancy August 2004

1. H/C Toilet Rooms
2. Remove 25% of corridor walls
3. Patch ceilings and floors at removed walls
4. Remove ceiling at Cafe and provide direct/indirect pendant lighting
5. Paint all interior walls

Phase 2

1. Construct Gym & Performing Arts addition
2. Remove 75% of interior walls & ceilings
3. Provide new walls with interior glass
4. Provide new lighting, including direct/indirect pendants & accent lighting
5. Upgrade kitchen
6. Replace east portion of rear parking lot with landscaped town square



Fielding/Nair International, LLC

Innovative Learning Communities

Winnepolis • New York • FieldingNair.com • DesignShare.com

Tel: 612-925-6897 • Fax: 612-922-6631 • fielding@designshare.com



The 1st Montessori High School in Minnesota

1326 Energy Park Drive, St. Paul MN

Concept Diagram 1

April 19, 2004



Learning Studios

Project Terrace

Town Square

Seminar Space

Global Forum

Fresh language
to describe
new types of
spaces

Media Editing Lab

Classics Academy

R and D Garage

Interactive
Gallery

DaVinci Lab



Turn to one or two colleagues

- ❖ How might you lead your school to reimagine existing spaces?
- ❖ What are your plans for new spaces in the future?
- ❖ *Three minutes*

▶ TIME

- ▶ synchronous
- ▶ asynchronous
- ▶ short term
- ▶ long term
- ▶ scheduled
- ▶ unscheduled



Time as Currency

Daily schedule to match learner needs and project schedule.

20 minutes

40 minutes

90 minutes

3 hours

one day

one week



Career Mentoring Time

Partnerships with Institutions



Coaching students to
manage time

Self-navigating learners

Why 12th grade?

- ▶ Rethink our 12 year compulsion.
- ▶ Early graduation when ready
- ▶ Additional year if necessary
- ▶ SUMMER SEMESTER; extended Senior Year and Early Graduation
- ▶ Replace seat time with proficiency



Time Possibilities Virtual Learning



on-line course
event
point-to-point
game
viewing video
live-streaming
blog-stream
network





Turn to one or two colleagues

- ❖ Step out of the “scheduling box” and consider:
 - ❖ What type of timeframes would best support the range of our learners? Both long term and short term.
 - ❖ What types of learning experiences are needed for our learners that are not supported now?
- ❖ *Three minutes*

Grouping Students





**Formal and informal
grouping**

Places to concentrate



Personalize learning:
Working solo with a sponsor

photo from RosanBosch

Coaching on self-monitoring for independence

Physics Class with NASA and Cody

Tom Welch, teacher facilitator





Self-managing learners

A form of collaborative leadership

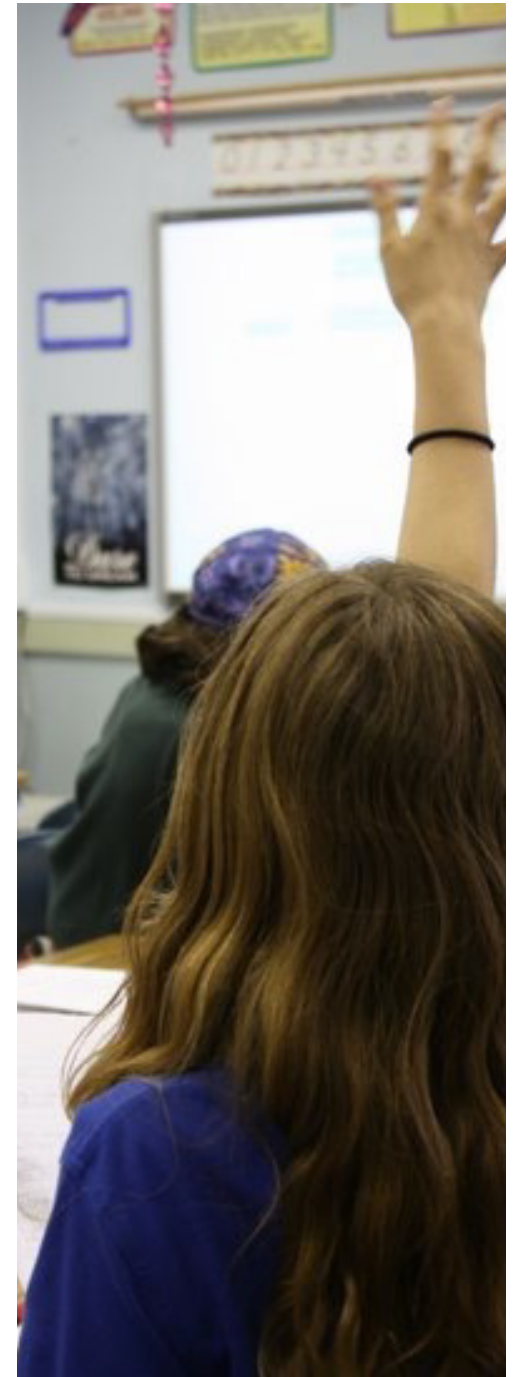


Early Childhood Grouping

Multi-age Diagnostic
Literacy Grouping

Social citizenship
Community in and out of
school

Multi-year Long Term
Grouping with Team



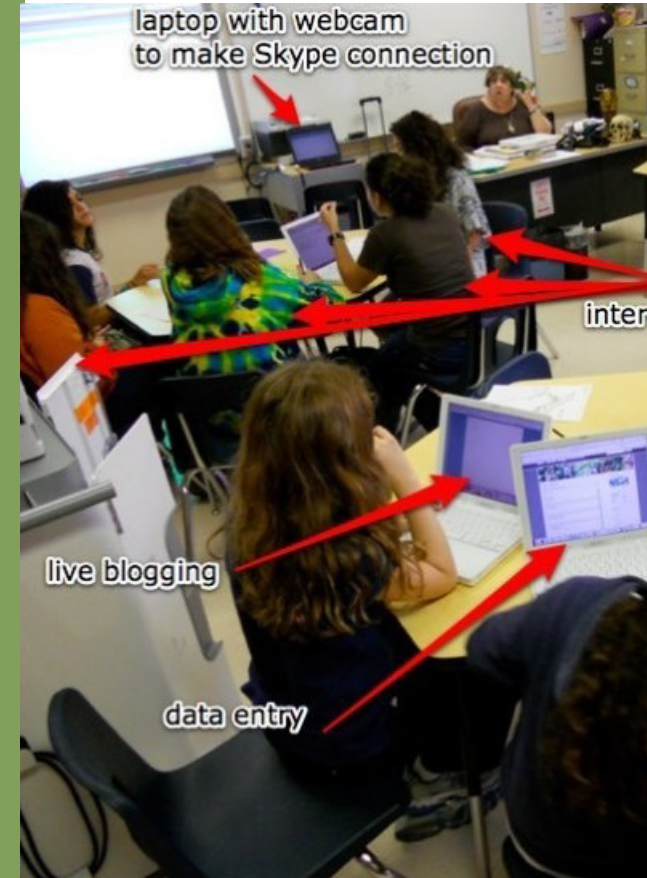


Early Adolescent

Long term virtual global network

Cultivating Interests
Independent Personalized

Collaborative Inquiry teams
across age/grade level



High School Shifts to Student Groups by:
Contemporary Issues Quests
Long Term Teacher-Student Cadres
Modern Work Force Strategies
Field Placement Pathways





Turn to one or two colleagues

- ❖ How are your learners currently PRE-grouped as an institution?
- ❖ How are they grouped instructionally?
- ❖ What grouping patterns might better support their learning?
- ❖ *Three minutes*

Personnel Configurations: Multiple Affiliations



Collaborative Course, Internship, Unit Designs



Finland's Moves





Teacher role by talent and interest



MEET AROUND STUDENT DATA







SIX BENCHMARKS
REVIEW TEAMS per
year

Professional DAYS-
focused directly
building based student
performance data



PROGRAM STRUCTURE CONTINUUM

	ANTIQUATED	CLASSICAL	CONTEMPORARY
SPACE 	<ul style="list-style-type: none"> • Self-contained • All rooms same 	<ul style="list-style-type: none"> • Field Experience • Use of existing spaces for effective instructional grouping 	<ul style="list-style-type: none"> • Virtual Spaces 24/7 • Field experience • Wide range; learning spaces create new learning experiences
TIME 	<ul style="list-style-type: none"> • Standardized, 19th century agrarian, 13 year experience • Daily schedule standardize by habit 	<ul style="list-style-type: none"> • Coordinate timeframes when possible to support learners 	<ul style="list-style-type: none"> • Task determines time • Teachers work with students to bid for time segments over week and month for on-site
GROUPING 	<ul style="list-style-type: none"> • Strict grade level grouping K-12 • Classroom; no instructional grouping 	<ul style="list-style-type: none"> • Some cross grade • Cooperative groups • Individualized • Differentiated grouping 	<ul style="list-style-type: none"> • Personalized: on-site/ virtual • Field experience based on quest • Multi-age based on learning progressions
PERSONNEL 	<ul style="list-style-type: none"> • One teacher, self-contained in isolation to match class • Faculty grouped by grade/department in isolation • No interschool connections 	<ul style="list-style-type: none"> • Some vertical and interdisciplinary within and between buildings 	<p>Teacher has multiple affiliations:</p> <ul style="list-style-type: none"> • Inquiry quest groups • Coaching individuals • Virtual/on-site direct teaching • Seminar/webinar • Global Cyber Faculty

Innovation Design Team: *Drafting New Learning Environments*

--Beware
of habits

--Imagine
possibilities





INNOVATION DESIGN TEAMS: THE WORK

Working R & D Groups

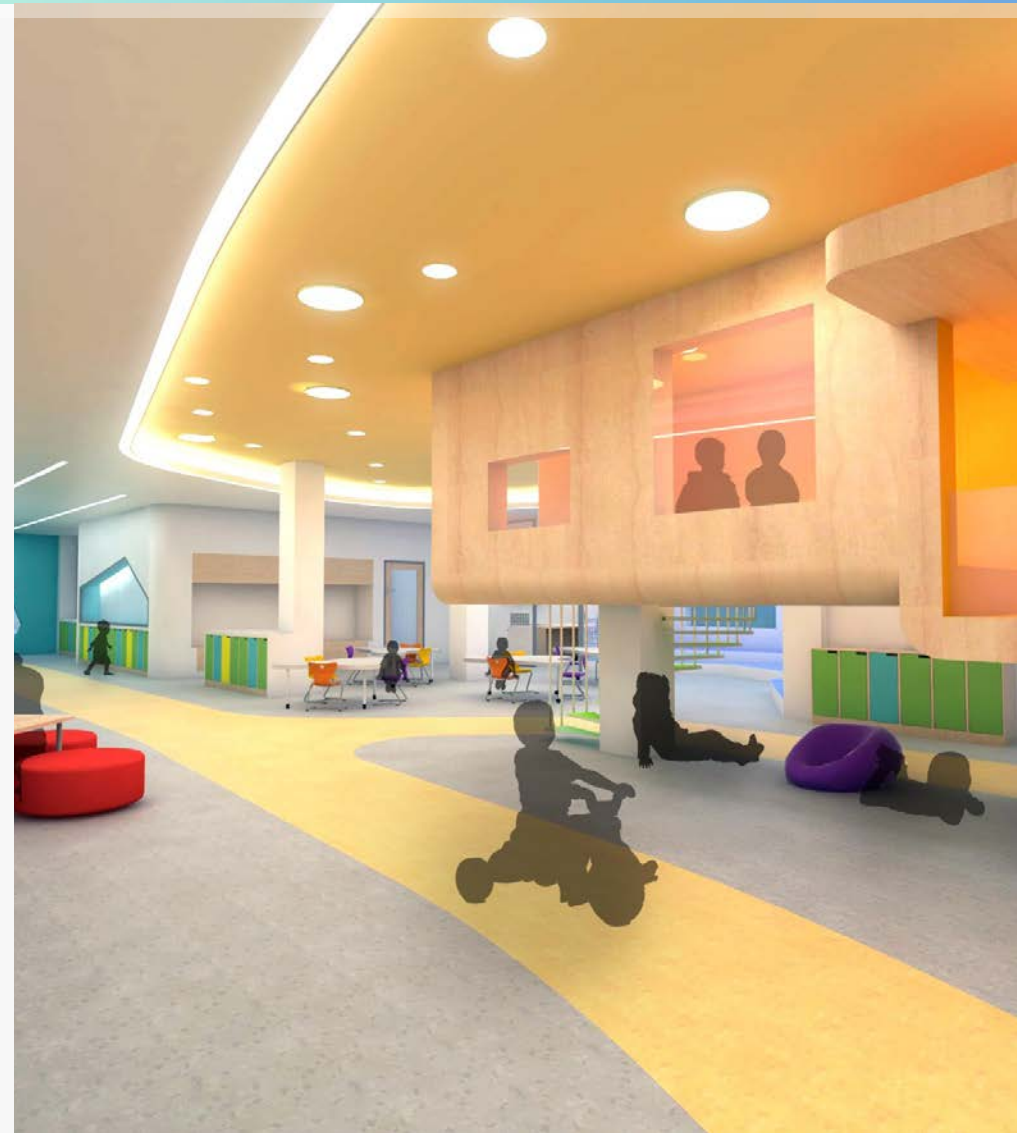
Investigate possibilities for
each structure

Ongoing sharing of findings

Innovation sketches

Expanded menu

Engaged stakeholders





Habits of Mind are required when we are confronted with problems, conflicts, ambiguities and the solution is not immediately apparent

Habit of Mind

HABITS OF MIND

- ▶ Persisting
- ▶ Managing Impulsivity
- ▶ Listening with understanding & empathy
- ▶ Thinking flexibly
- ▶ Thinking about thinking
- ▶ Striving for accuracy
- ▶ Questioning & posing problems
- ▶ Applying past knowledge to new situations
- ▶ Thinking & communicating with clarity and precision
- ▶ Gathering data through all senses
- ▶ Creating, imagining, innovating
- ▶ Responding with wonderment and awe
- ▶ Taking responsible risks
- ▶ Finding humor
- ▶ Thinking interdependently
- ▶ Remaining open to continuous learning

DEVELOPING DISPOSITIONS FOR TRANSFORMATION

Habits of Mind

Identify those that you feel will be necessary to launch, to develop, and to sustain transformation for your setting.





Turn to one or two colleagues

- ❖ Reflect on your four operative program structures. Might they be re-designed in concert with one another to best serve your specific student population?
- ❖ Who might serve on an innovation design team? Do you have an existing task force that might serve?
- ❖ *Three minutes*

1. Set up a question to be explored by your organization.

2. Set up fluid, innovative planning teams.

3. Establish a working pedagogy and mission.

4. Create a proactive, visual planning tool.

5. Invite educators from other local, national, or global organizations to provide feedback and perspectives.

6. Include students in the process.

7. Begin drafting innovative scenarios that match your mission.

8. Move to an implementation plan, knowing that this will require patience, flexibility, and feedback.



Mapping an Engaging Curriculum

AREAS OF FOCUS

ESSENTIAL QUESTIONS

SKYPE -Jan.10, 2017 Mapping Team (HHJ)	Workshop-HHJ Feb.22, 2017 Mapping Team	FOLLOW UP WEB SESSION	Training on School Net	Writing Workshop	FOLLOW UP WEB SESSION
<p>Laying the Foundation for Curriculum Mapping</p> <p>Clarifying terms /glossary</p> <p>Key purpose for our mapping efforts</p> <p>The Four Phases of Curriculum Mapping</p>	<p>Designing Quality Consensus Maps</p> <p>Crafting Essential Questions, Big Ideas/Major Concept(s), Content, Precision Skills, Assessments,</p>	<p>Developing Quality Maps: Revisiting the Elements and the Process</p> <p>Response to questions and feedback on drafts</p>	<p>Learning the software features</p>	<p>Coaching for Quality, Training in Master Mapping Strategies, Coaching Strategies and Protocols</p>	<p>Master Mapping: Sharpening the Alignment</p>
<p>How can mapping serve as a vehicle for 21st century curriculum design?</p> <p>How can the mapping process be used as tool to align the curriculum to the Common Core Standards?</p> <p>What are the basics tasks in mapping process and curriculum alignment?</p>	<p>What strategies can be used to develop quality consensus maps?</p> <p>How can we ensure alignment between the standards and the elements on a unit map?</p> <p>How can we employ our mapping platform to assist our efforts?</p>			<p>What coaching strategies can be used to ensure high quality maps?</p> <p>How can we "turn-key" these strategies to support our colleagues?</p>	

Making Bold Moves:
R & D Planning

Thoughtful work with stakeholders

www.curriculum21.com

