

THE
FUTURE
BOOK

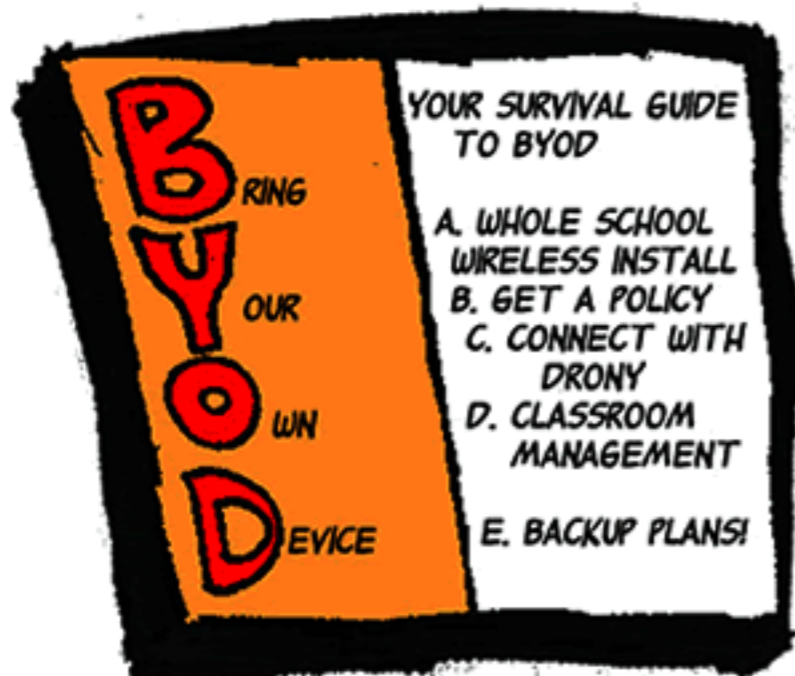
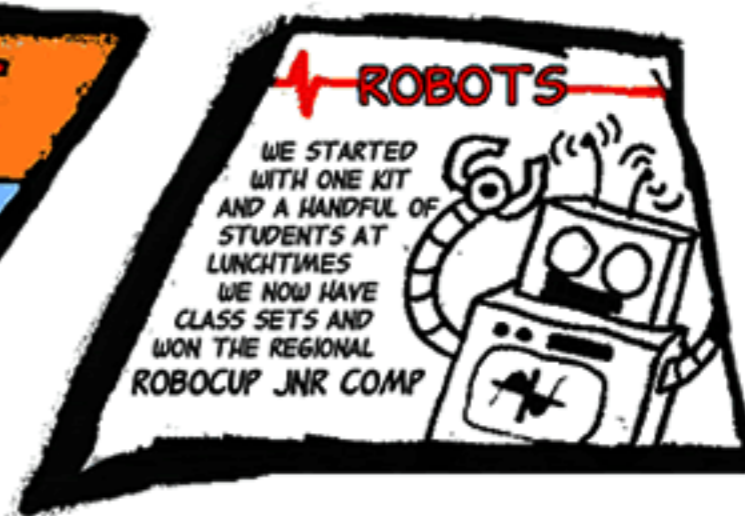
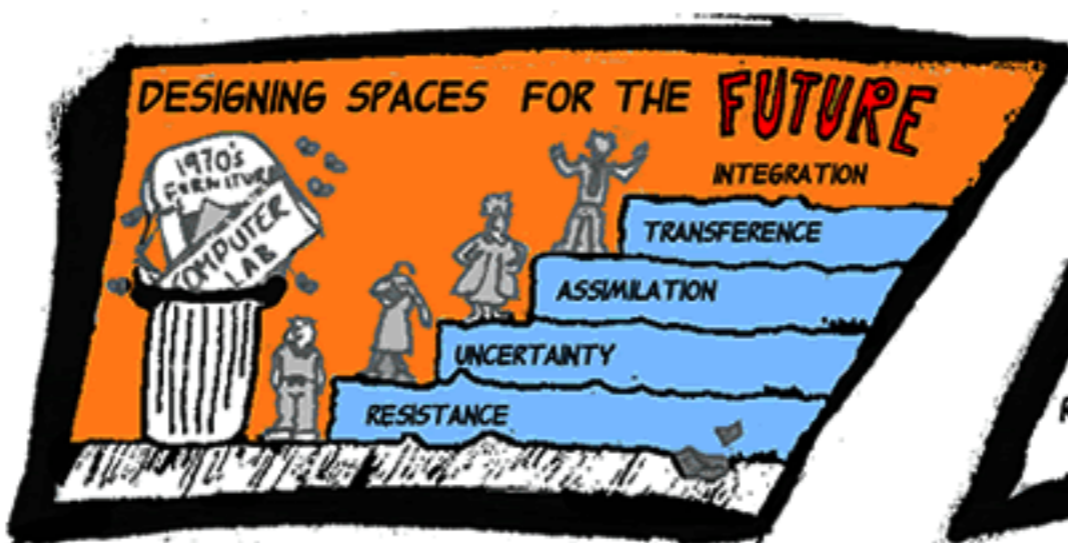
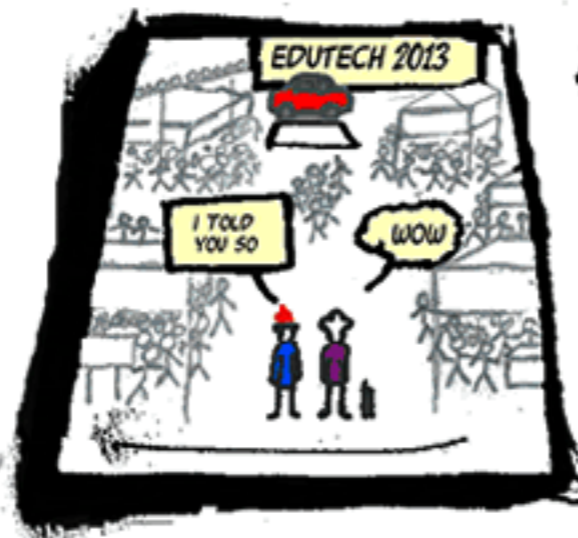
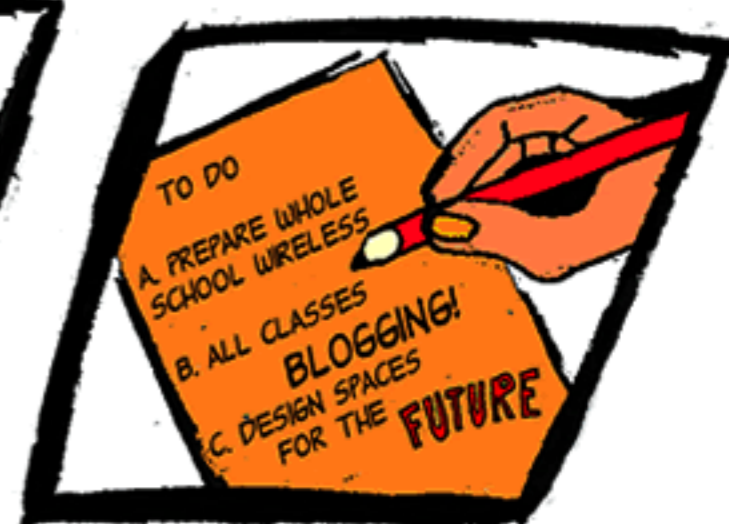
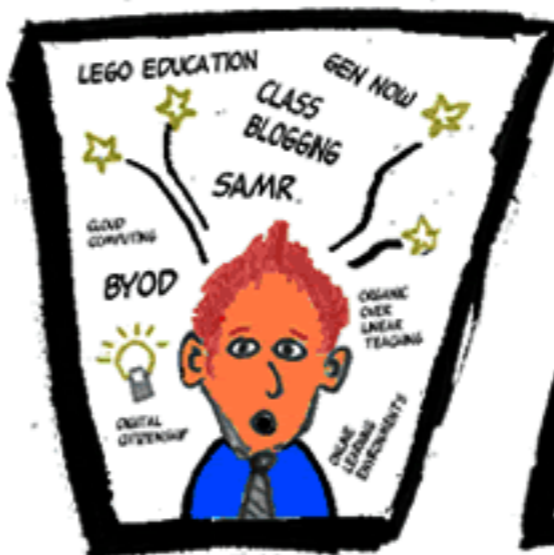
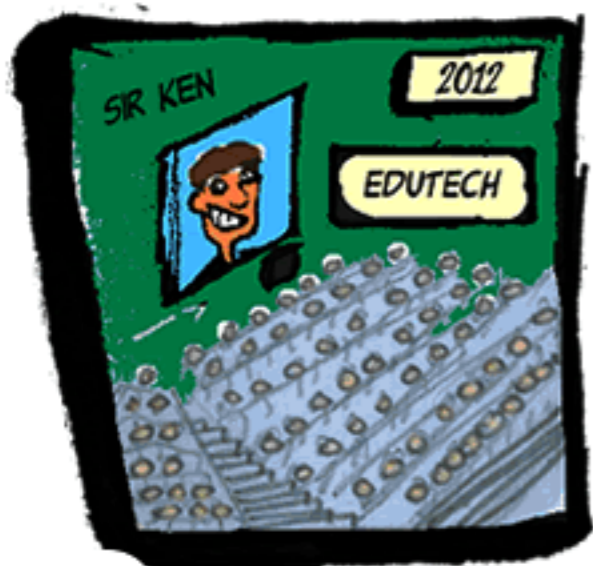


"GO FOURTH TIME TRAVELLERS,
AND REMEMBER THE FUTURE
IS WHAT YOU MAKE IT"

- DOC EMMETT BROWN



Feeling Inspired?



**THEN
ACT**

What's the dream?



Sanctuary Point Public School will be recognised as leading innovation and achieving excellence in student learning.

Sanctuary Point Public School will be world famous.

MORE CHILDREN WILL LEAVE SCHOOL IN THE NEXT **30** YEARS THAN HAVE BEEN TO SCHOOL THROUGH HISTORY.



we need to ask ourselves

WHAT CAN WE DO TO MAKE OUR SCHOOL MORE FUN?

WHAT MORE CAN WE DO TO HELP KIDS LEARN?

dream it, do it day

This is a day where class groupings and formal lessons are abandoned.

Inspired by Maker Media's Maker Faire -
The wider community comes together
to dream, invent, and make whatever they like.

Members of the community as well as teachers and parents
work with the kids to help them with the skills they need to
create their inventions.

class blogger

One student per day
(or session for younger students)

are assigned the job of being
CLASS BLOGGER.

Rather than participate in the
lessons they watch, photograph
and report on the class work for
the day.





"ALL A CHILD NEEDS IS A
LITTLE HELP AND SOMEONE TO
BELIEVE IN THEM."

- MAGIC JOHNSON



BYOD

BRING YOUR OWN LEARNING DEVICE



STUDENTS BRING AND USE THEIR OWN MOBILE DEVICE TO CLASS THAT IS CAPABLE OF CONNECTING WIRELESSLY TO THE SCHOOL NETWORK.

THESE ARE TOOLS FOR LEARNING AND TOOLS TO ENHANCE CREATIVITY. NOT THE BASIS FOR LESSONS AND ARE NOT LEARNING THEMSELVES.

INNOVATIVE LEARNING SPACES

Development of flexible learning spaces in each classroom that facilitate the student's individual learning needs to complete particular tasks at particular times:

- CAVE :** For individual learning
- CABIN:** For working in pairs
- CAMPFIRE:** For working in groups
- MOUNTAIN TOP:** To celebrate and share



HAVE LESS FURNITURE

Think about learning spaces differently ... not everyone needs to be doing the same thing at the same time.

Lessons should not be “highwayman teaching” ... stand and deliver, so learning spaces should reflect that.



MAKE EDUCATIONAL CHOICES ABOUT FURNITURE AND FURNISHINGS

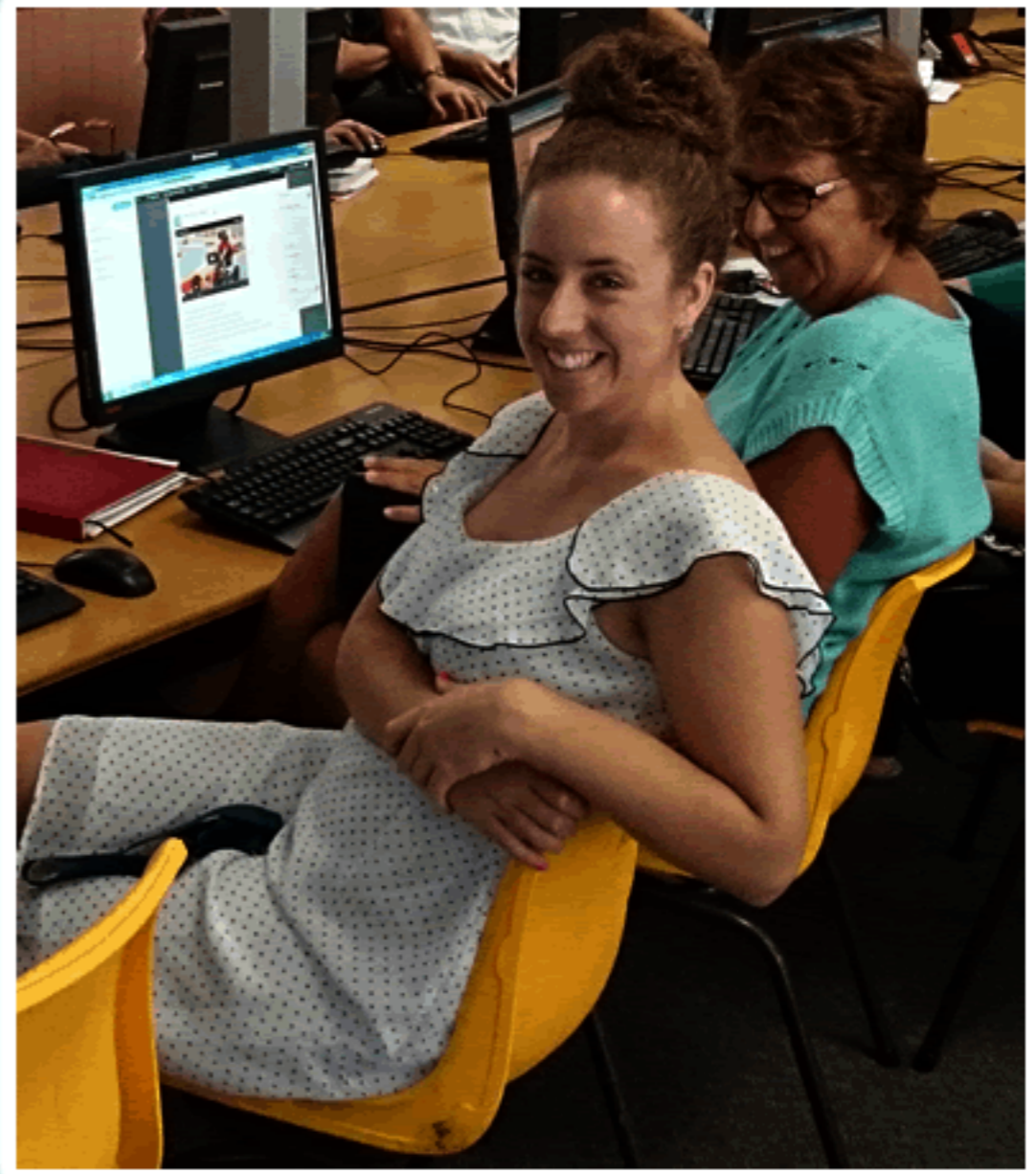
QUESTIONS WE NEED TO ASK.

Do we need a desk for every student?
Does learning always need to take place in one space?

Does the furniture and layout of our classroom meet the learning needs/styles of all the students?
Is the furniture and layout of your classroom based on educational needs or is it just tradition and practicality?



Project based staff learning



NO MORE COMPULSORY PROFESSIONAL DEVELOPMENT STAFF MEETINGS AFTER SCHOOL!

To be certified in their TARS/EARS all teachers must provide evidence of a minimum of 50 hrs per year of professional learning in addition to extra RFF.

This 50 hrs is to include school development days and attendance at optional school based professional development.

Staff will also need to provide evidence to demonstrate the impact of the professional learning on professional practice or career development.

Professional learning should be based on negotiated and agreed professional learning plans derived in consultation with a school based professional coach.



"THOSE WHO DON'T BELIEVE IN
MAGIC, WILL NEVER FIND IT."

- ROALD DAHL



SUPER CLASSES



**THESE ARE CLASSES OF ABOUT
60-100 STUDENTS.**

A lead teacher runs the lesson.
A support teacher watches students
and provides individual and timely
support while the third teacher is the
assessor, collecting and collating
assessment data as the lesson
progresses.



EDUCATION

SIMPLE MACHINES / ROBOTICS



Use Lego to create robots and program them to solve challenging concrete problems.

OUTRAGEOUS EDUCATORS

Rather than be an ordinary teacher become an outrageous educator.

They are not focussed on NAPLAN or test results but on creating learning opportunities for all their students.

They are engaging, innovative, leading rather than following but they are learned and are masters of their discipline.

They take on challenges with enthusiasm and apply what is known to the unknown.

They are the ones to drive us all ever forward to be even better than we thought we could be.



BRIGHTEN AND FIX THE TOILETS



By the afternoons our students can't learn because all too often they are suffering with the first stages of de-hydration because:

- a) they do not drink enough water
- b) they won't use the toilets at school.

They smell.

They offer no privacy.

They are unattractive places.

They are often bully zones.

WE NEED TO FIX THIS!



*"EVERY GREAT DREAM
BEGINS WITH A DREAMER"*

- HARRIET TUBMAN



redesign reurbish our staffroom



Is our current staffroom layout and furniture meeting the varied needs of the staff?

Take the opportunity to make writing surfaces everywhere to allow the students to become immersed in text and ideas.



writing surfaces everywhere

FISH!™

THE FISH PHILOSOPHY IS A WAY OF WORKING AND LIVING THAT COMES FROM THE PIKE PLACE FISH MARKET IN SEATTLE WASHINGTON. IT IS THE BASIS ON WHICH WE LIVE AND WORK IN OUR SCHOOL AND IS BASED ON FOUR SIMPLE PRINCIPLES:



PLAY

IS NOT A SPECIFIC GAME OR ACTIVITY. IT IS A STATE OF MIND THAT BRINGS NEW ENERGY TO THE TASKS AT HAND AND SPARKS CREATIVE SOLUTIONS.

FISH!

FISH!

MAKE THEIR DAY

IF YOU FIND YOUR ENERGY LAPSING, FIND SOMEONE WHO NEEDS A HELPING HAND, A WORD OF SUPPORT, OR A GOOD EAR - AND MAKE THEIR DAY.

FISH!

BE THERE

BECOME ENGAGED WITH ALL YOUR HEART IN WHATEVER YOU DO - AND THRIVE!

FISH!



CHOOSE YOUR ATTITUDE

FISH!

YOUR ATTITUDE IS YOUR REACTION TO WHAT LIFE HANDS YOU, AND ONLY YOU CAN CHOOSE THAT REACTION.

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4 KEY ELEMENTS TO IMPROVE OUTCOMES

ASPIRATIONS

Students who do not aspire see no reason to achieve.

ATTENDANCE

Students cannot learn if they are not at school regularly.

ENGAGEMENT

Even when students attend school, unless they're engaged in learning, they cannot improve their learning outcomes.

RESILIENCE

Students who have no resilience, who give up easily when challenged and have no staying power cannot achieve their potential.



LINEAR VS ORGANIC TEACHING/ LEARNING

Linear teaching/learning is highly structured and singular goal based. It is competition based and likes winners/losers scenarios. It has a focus on simple and clearly understood answers to problems.

**ORGANIC
TEACHING/LEARNING IS
ALL ABOUT BEING
CREATIVE, LEARNING TO
DEAL WITH UNCERTAINTY
AND VALUES INNOVATION
OVER TRADITION. VALUES
COOPERATION OVER
COMPETITION AND SEEKS
COMPLEX AND INVOLVED
ANSWERS TO PROBLEMS**





"DON'T WAIT FOR THE PERFECT
MOMENT, TAKE A MOMENT
AND MAKE IT PERFECT"

- UNKNOWN



future perfect

**WHEN THINKING ABOUT AN IDEA OR
MAKING PLANS GO FIRST TO THE FUTURE
PERFECT...IN A PERFECT WORLD WHAT
WOULD THIS LOOK LIKE?**

**VISUALISE THE END RESULT AND THEN
MAKE A PLAN TO MAKE IT REAL...WORK
TOWARDS THE FUTURE PERFECT EVERY
DAY.**



FOREST SCHOOLS

The philosophy of Forest Schools is to encourage and inspire individuals of any age through positive outdoor experiences over an extended period of time.

Forest School is an Educational initiative which began in Europe and is quickly spreading to other parts of the developed world. To relate it more to the Australian student we have called it Bush School. Bush School is a specialised learning approach to outdoor education, which encourages students to achieve and develop confidence and self-esteem through hands on learning experiences. On a fortnightly basis the students take their learning outdoors into the bush to explore and discover as well as initiate and drive their own learning. Through this process they are developing positive relationships with themselves, their peers and the natural world in which they are a part of. Students are offered the opportunity to take supported risks appropriate to the environment, which develops resilient, confident, independent and creative learners. No matter what the student's socio economic status, cultural and linguistic background or gender, they all engage in Bush School. It links in closely with the Quality Teaching Framework in many ways and in a short timeframe already produced outstanding results which are reflected through student's engagement with the activities and their keenness for the fortnightly sessions to come around.

throw out all the playground rules

RIPPING UP THE PLAYGROUND RULEBOOK IS HAVING INCREDIBLE EFFECTS ON CHILDREN AT AN AUCKLAND SCHOOL.

CHAOS MAY REIGN AT SWANSON PRIMARY SCHOOL WITH CHILDREN CLIMBING TREES, RIDING SKATEBOARDS AND PLAYING BULLRUSH DURING PLAYTIME, BUT SURPRISINGLY THE STUDENTS DON'T CAUSE BEDLAM, THE PRINCIPAL SAYS. THE SCHOOL IS ACTUALLY SEEING A DROP IN BULLYING, SERIOUS INJURIES AND VANDALISM, WHILE CONCENTRATION LEVELS IN CLASS ARE INCREASING.





THE RESILIENCE DOUGHNUT®

"Combining Strengths to Thrive"

MANY FACTORS INFLUENCE A CHILD'S LIFE AND CONTRIBUTE TO THEIR DEVELOPMENT INCLUDING PARENTS, FAMILY, TEACHERS, FRIENDS AND THEIR LOCAL COMMUNITY.

THE RESILIENCE DOUGHNUT HAS 2 PARTS:

THE HOLE IN THE MIDDLE REPRESENTS THE PERSON'S KEY BELIEFS AND ARE CONCERNED WITH 3 AREAS:

THEIR AWARENESS OF

- 1. WHO SUPPORTS THEM: WHO I HAVE?**
- 2. HOW THEY VIEW THEMSELVES: WHO I AM?**
- 3. AND THEIR DEGREE OF CONFIDENCE: WHAT I CAN DO?**

THE DOUGHNUT IS COMPRISED OF 7 SECTIONS , EACH SECTION REPRESENTS THE EXTERNAL FACTORS IN THE PERSON'S LIFE:

THE PARENT FACTOR

THE SKILL FACTOR

THE FAMILY AND IDENTITY FACTOR

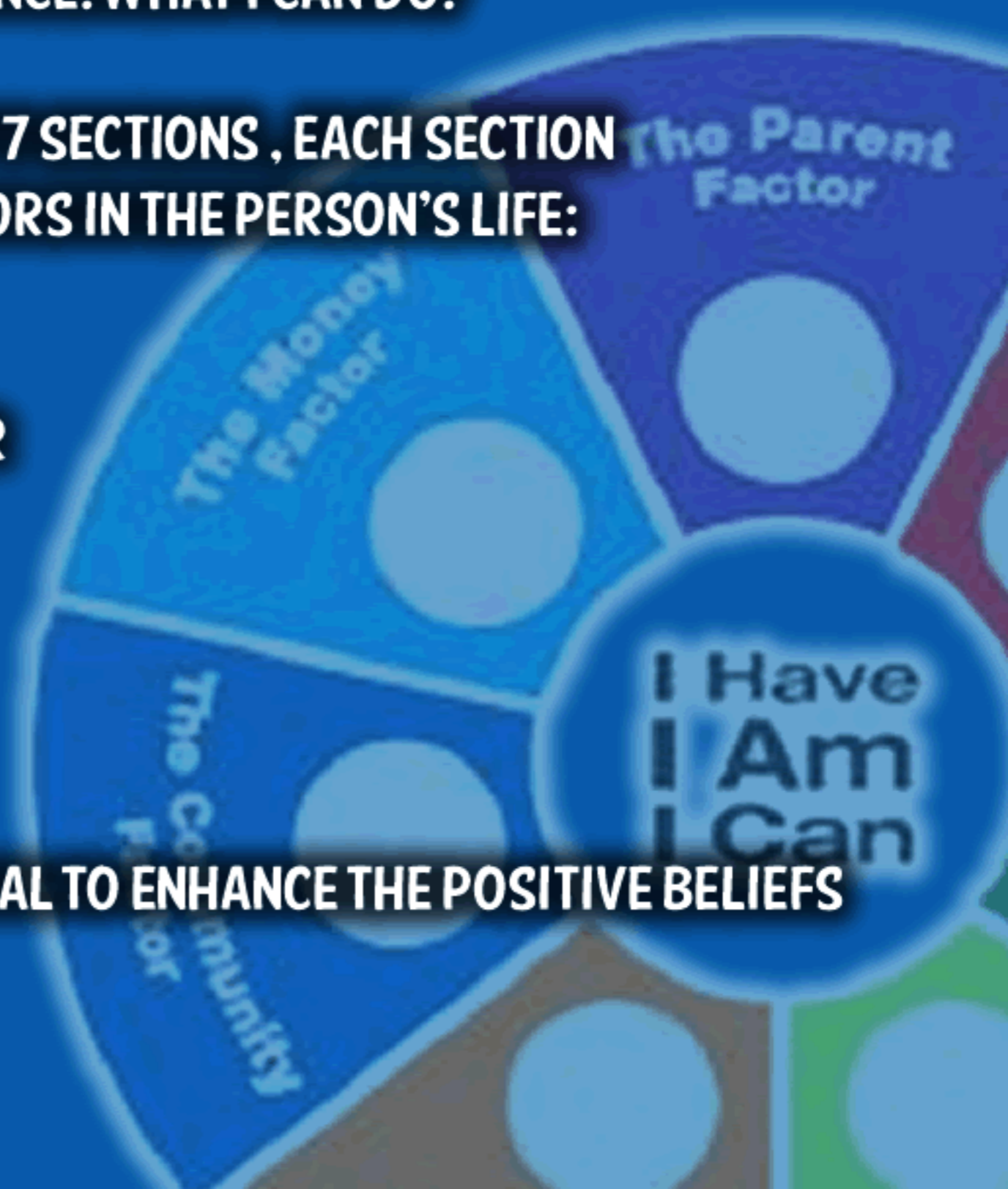
THE EDUCATION FACTOR


THE PEER FACTOR

THE COMMUNITY FACTOR

THE MONEY FACTOR.

THE 7 FACTORS HAVE THE POTENTIAL TO ENHANCE THE POSITIVE BELIEFS AND THUS RESILIENCE.





"DON'T TAKE LIFE TOO
SERIOUSLY
NO ONE GETS OUT
ALIVE ANYWAY."

-BUGS BUNNY



TEACHER/LEARNING MOMENTS

We need to treasure and celebrate those special moments when as a teacher or parent you know all the effort has been worthwhile. As a student we can support their learning by remembering those special moments when the student, who has put in an extraordinary effort finally achieves the thing that has eluded them but through persistence and effort finally achieves it.

**CHEER AND
CELEBRATE THE
ACHIEVEMENT WHEN
IT HAPPENS BUT
ALSO WRITE DOWN A
NOTE ABOUT THE
MOMENT.
AT THE END OF TERM
OR END OF YEAR
READ ALL THE
MOMENTS AND
RECELEBRATE THEM.**



THE 10 THINKING TRACKS

WHAT IS IT?

Clearly state the issue or the problem.
What would this look like in real life?

KNOWLEDGE

What do we already know about this?
What do we need to know more about, and how can we find this out?
Is this similar to anything we already know about?

THE BRIGHT SIDE

What are the good aspects of this?
What positives could come out of this?
What good opportunities could this provide?

THE DOWN SIDE

What are the not-so-good aspects of this?
What problems could possibly arise?

FEELINGS

How does this make you feel?
How might this affect the feelings of any of the people involved?

IMPROVEMENTS

What changes could make this better?
What could be added, removed, reduced or altered to improve it?

THOUGHT POLICE

Have we made any assumptions that could be challenged?
Are we using a trustworthy source of evidence?
What unanswered questions are still bothering us?
Do we have enough evidence for what we have been saying?

IS IT FAIR?

Are there any safety or legal issues involved?
Are there any moral dilemmas?
Have we considered the impact on smaller groups - such as people with disabilities, the elderly, different cultural groups ...?
Are there any parts of this which are not fair to one gender?
Are there any big picture or global issues which need to be considered?

I - THINK

What opinion does each one of us have and why?

WE THINK

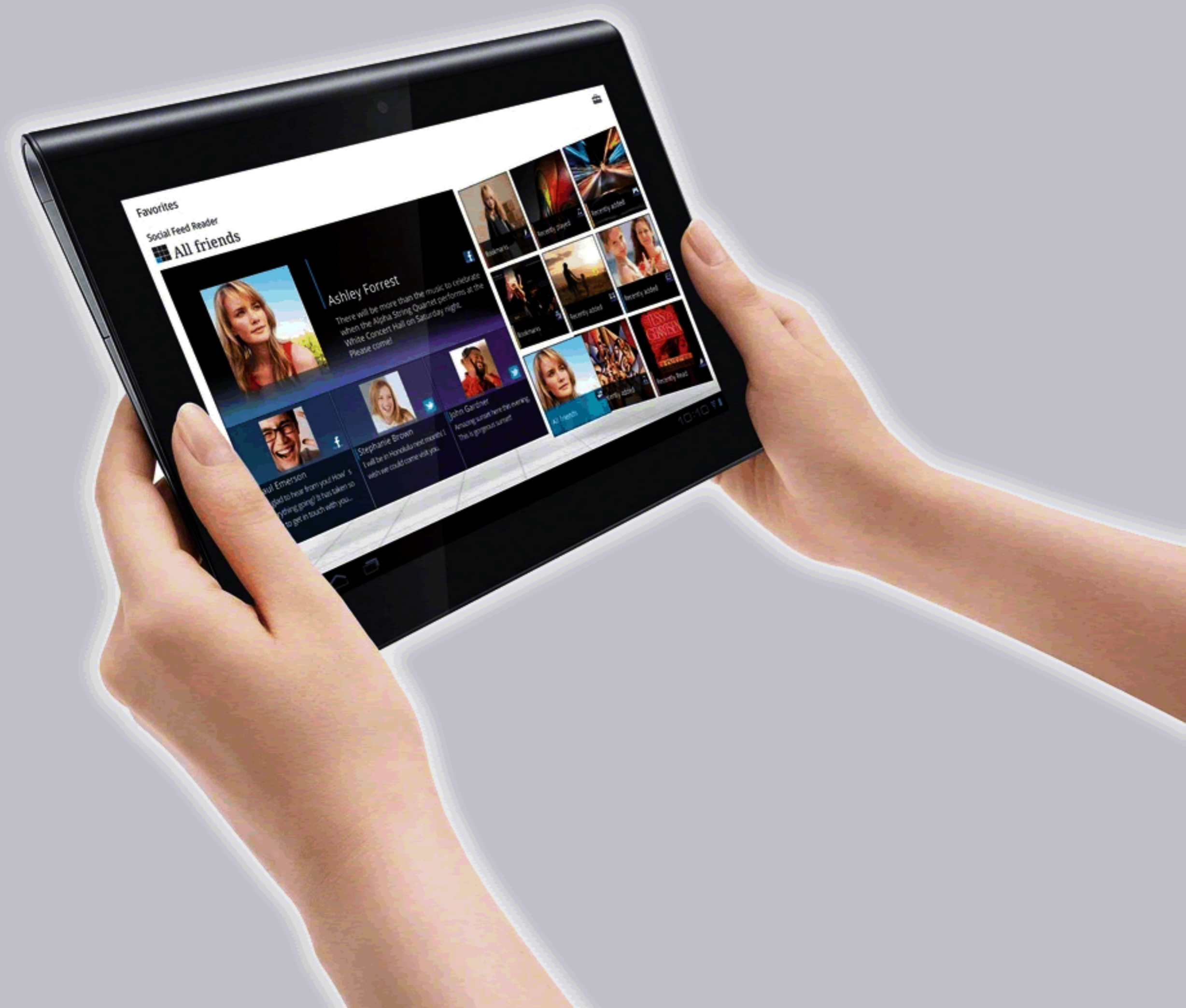
What is our joint decision when we put our ideas together and negotiate?
What are the main reasons for this decision?

TABLETS VS DESKTOPS

You are preparing students for a world where tablets will soon be out-dated.

So why do you still have Desktops?

Purchasing tablets will provide flexibility of learning and will partner with the wireless network in the school.



THINKERS KEYS



USE THE LEARNING/THINKING KEYS
TO GUIDE THE STUDENT
LEARNING/THINKING TO HIGHER
LEVELS. DEVELOP CREATIVE AND
DEEP KNOWLEDGE IN ALL AREAS OF
THE CURRICULUM.

$1/4 - 1/4 - 1/2$



THE DAY OR THE WEEK OR FORTNIGHT IS SIMPLY
DIVIDED INTO 3 TIME ZONES:

$1/4$ ENGLISH,

$1/4$ MATHEMATICS,

$1/2$ PROJECT-BASED LEARNING



"IF YOUR DREAMS FOR THE
FUTURE DON'T FRIGHTEN YOU
THEN THEY AREN'T BIG ENOUGH!"

- DONNA WILLIAMS



learning tree

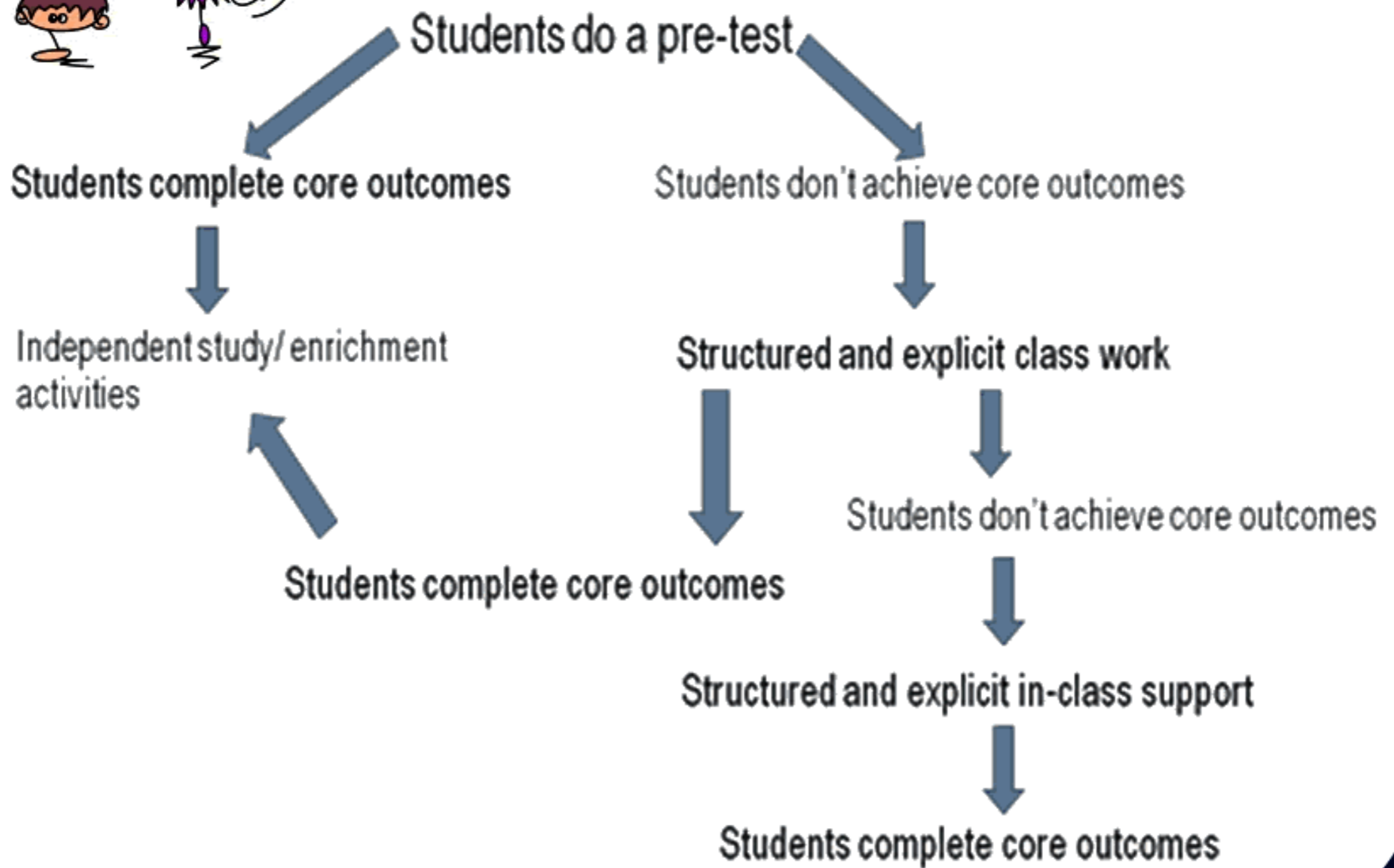
Students plot their learning on the tree, leading them to higher and more complex ways of learning.

PRODUCING
PLANNING
GENERATING
CRITIQUING
CHECKING
ATTRIBUTING
ORGANISING
DIFFERENTIATING
IMPLEMENTING
EXECUTING
EXPLAINING
COMPARING
INFERRING
SUMMARISING
CLASSIFYING
EXEMPLIFYING
INTERPRETING
RECALLING
RECOGNISING



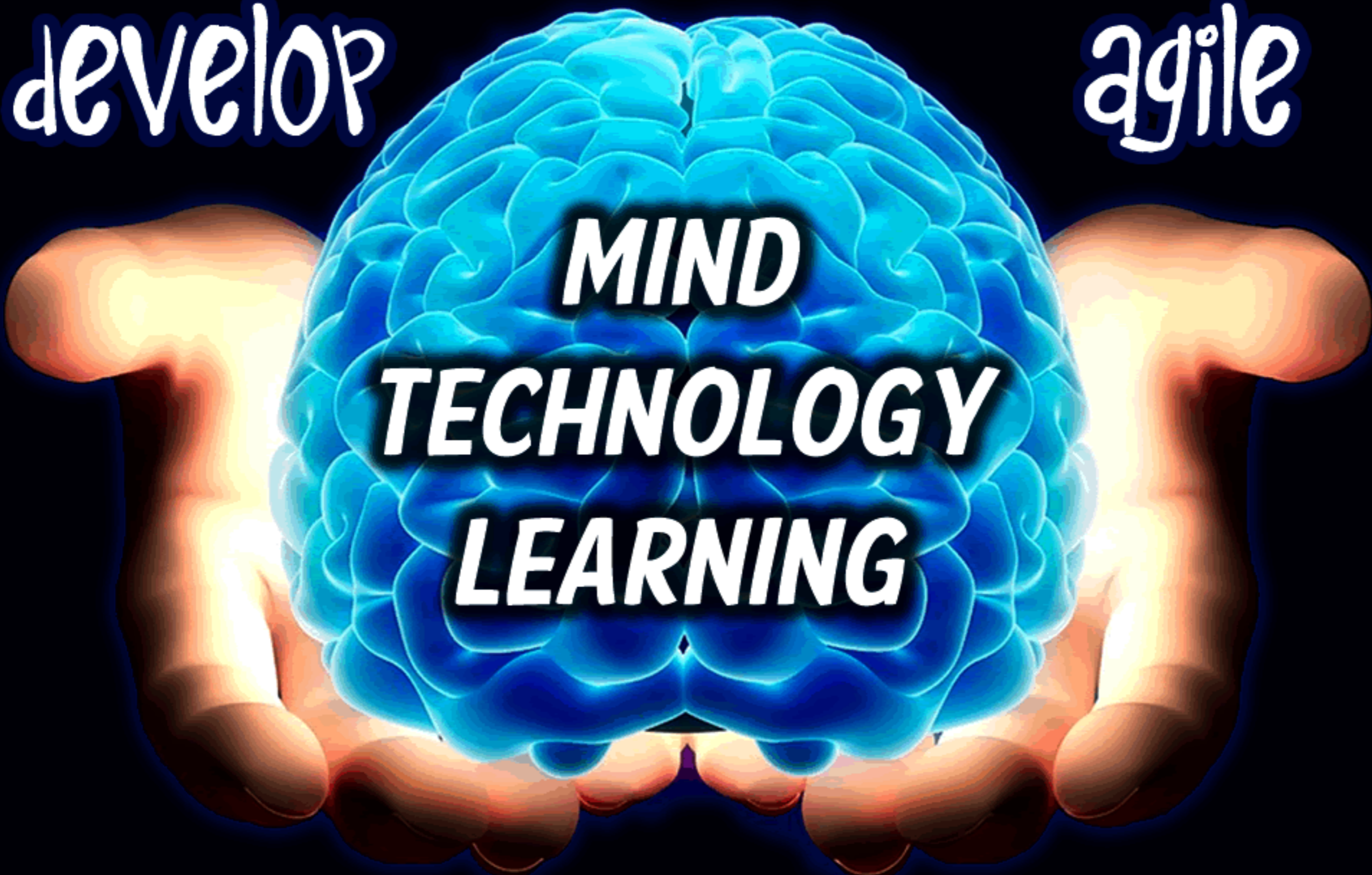


JUST IN TIME WORKSHOPS



develop

agile



LEARNING LADDER



F **A** **I** **L**

[**F**] **F**IRST

[**A**] **A**TTEMPT

[**I**] **I**N

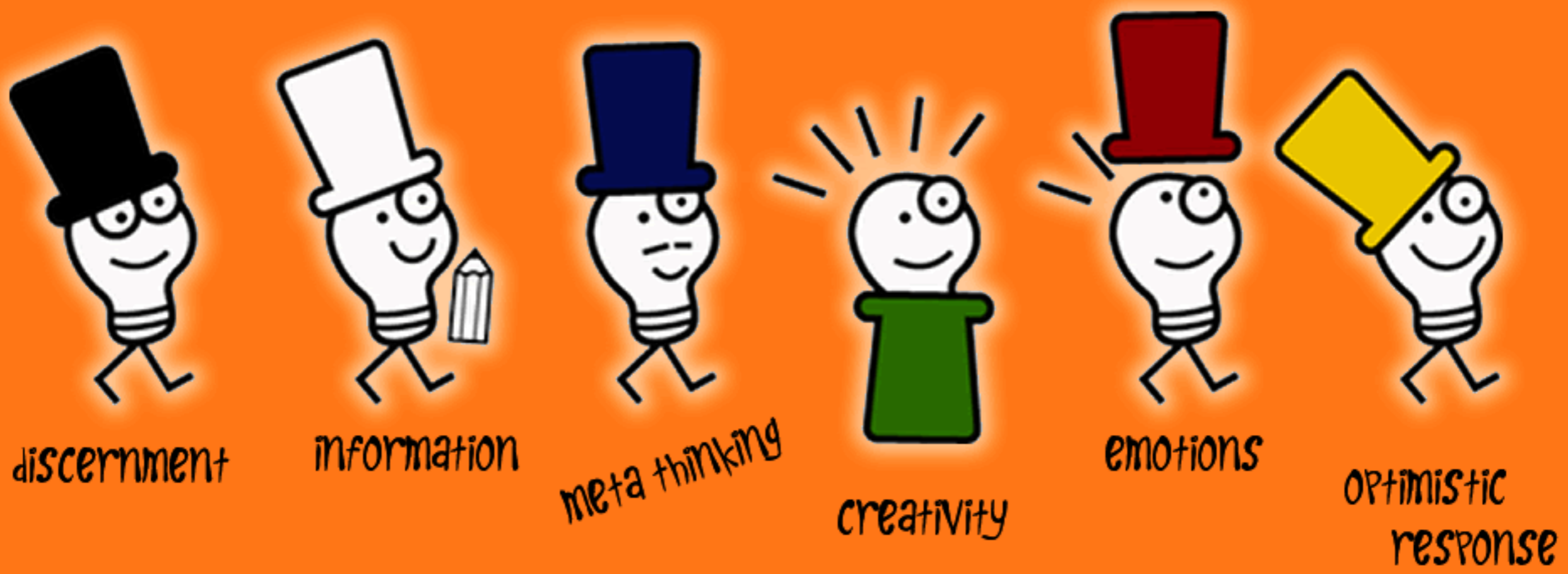
[**L**] **L**EARNING



"EDUCATION IS NOT
THE FILLING OF A PAIL,
BUT THE LIGHTING OF A FIRE."

- WILLIAM BUTLER





THE SIX THINKING HATS

Include the use of the 6 THINKING HATS as a part of the quality teaching repertoire in every classroom to enhance student learning and academic achievement.

Use the hats to move the students into creative and higher order thinking and develop deep knowledge across the curriculum.

10% TIME

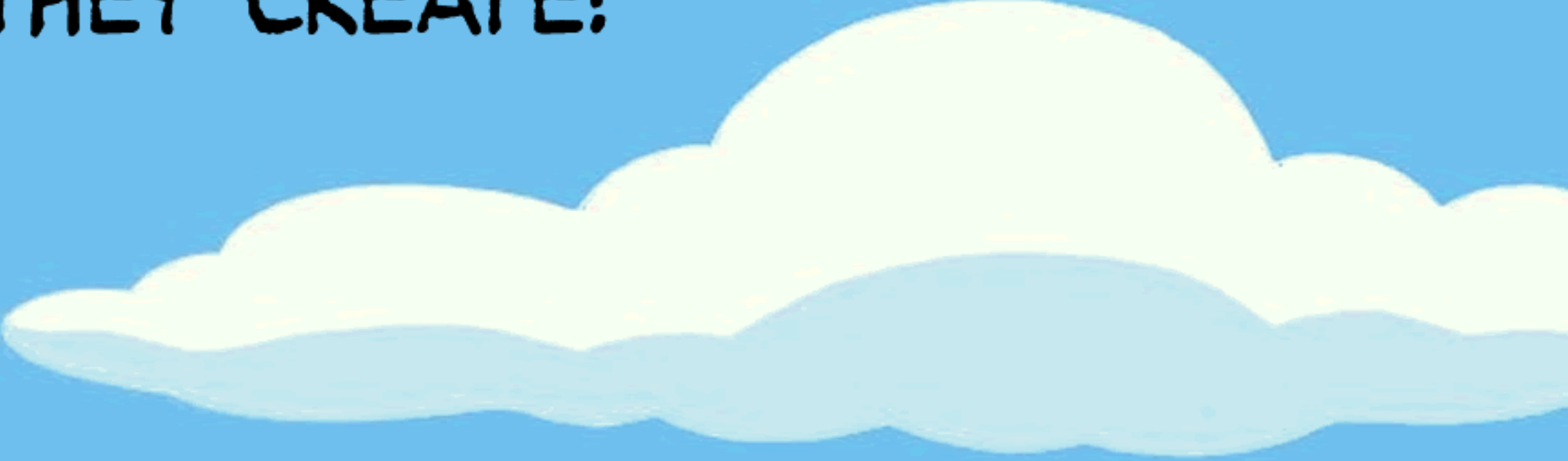
Real learning
with specific
negotiated
learning
outcomes
and high
expectations
of both
behaviour
and learning
rigour.

Google™
INSPIRED 10% TIME

Choose a day,
weekly or
fortnightly,
cancel all regular
curriculum and
have individual
learning project
time.

*this is not
bludge time*

**THE KIDS
BECOME THE
SOLVERS OF
THE
PROBLEMS
THEY CREATE!**



**MEASURE THE SOUND LEVELS AROUND THE SCHOOL
AND FIX THE PROBLEMS?**

**IDENTIFY OTHER ISSUES AROUND THE
SCHOOL...COLLECT THE DATA AND RESEARCH
INNOVATIVE SOLUTIONS.**



~~TOP SECRET~~

MISSION BRIEFING

**YOUR MISSION NOW, SHOULD YOU ACCEPT IT,
IS TO IMPLEMENT THESE QUALITY LEARNING/TEACHING IDEAS
INTO YOUR OWN CLASSROOM.**

**YOU WILL SURELY NEED TO RESEARCH EACH OF THESE CONCEPTS
SOME MORE, BEFORE YOU BLINDLY IMPLEMENT ANY!
BUT EACH OF THESE IDEAS ARE TRIED AND TRUE...
THEY *WILL* WORK AND IMPROVE STUDENT ACHIEVEMENT.**

**YOU MAY NEED TO USE YOUR PROFESSIONAL JUDGEMENT ABOUT
WHAT YOU IMPLEMENT AND HOW AND WHEN BUT PLEASE DON'T
UNDERESTIMATE YOUR STUDENTS AND/OR YOUR OWN SKILLS.
BE BRAVE,**

TAKE A RISK AND HAVE A GO!



"RISK MORE THAN OTHERS
THINK IS SAFE.
CARE MORE THAN OTHERS
THINK IS WISE.
DREAM MORE THAN OTHERS
THINK IS PRACTICAL.
EXPECT MORE THAN OTHERS
THINK IS POSSIBLE."

- CLAUDE THOMAS BISSELL

