Christian educators *leading the way*: the place of ICT in 21\textsuperscript{st} century learning spaces

Stephen Harris
things once considered impossible, may become possible
lifelong learner since 1956; teaching since 1978; christian schooling since 1991; principal since 1999

founder (2005) and director SCIL

Sydney Centre for Innovation in Learning
Passionate to see Christian educators lead the way

Philippians 1:27
Whatever happens, conduct yourselves in a manner worthy of the gospel of Christ.

For me, at the heart of the gospel is relationship – it is therefore an imperative to place positive relationship as central to the education experience.
how to find me: physical spaces

Northern Beaches Christian School
Terrey Hills, Sydney

Sydney Centre for Innovation in Learning
Terrey Hills, Sydney
how to find me: virtual spaces

virtual card: http://about.me/stephen.harris
blog: http://imaginelearning.tumblr.com

twitter: @stephen_h
email: sharris@nbcs.nsw.edu.au
youtube: ‘Learning Conversations Stephen Harris’
how to find & follow SCIL

web: www.scil.nsw.edu.au
email: learn@scil.nsw.edu.au

twitter: @scil
facebook: www.facebook.com/scil.nbcs
youtube: ‘SCIL tomorrows school today’
What better reason to do something different?
what we’ll cover:

→ **the jargon**: terminology & definitions
→ **changing paradigms**: a critical imperative
→ **21st century learning**: a framework
→ **close connections**: learning spaces and ICT
→ **pedagogy the driver**: ICT a tool within learning spaces
→ **brave new worlds**: concepts of space
→ **factories no more**: online, blended & ‘flipped’ learning
→ **SCIL**: research & innovation within a school
→ **SCIL Projects**: engines of change
→ **anywhere, anyhow, anytime**: BYOD mobile learning
→ **great tips**: great web tools for 21st century learning
the jargon: terminology & definitions
my definitions

21st century learning
old paradigm – new paradigm
BYOD
Learner-centric education

any other terms?
Schools must move away from what we once thought of as school, to a new paradigm where personalised and collaborative learning is the framework, enhanced through the adaptive use of ICT and situated in new spaces.
Place of ICT in 21st century learning spaces

• do, then think
• vision and lots of it
• PD, PD and more PD
• ICT = tool, not the driver
• teachers don’t need to be expert
• BYOD mobile technologies
• view the day through the students’ eyes & consider how they would like to use ICT
• team collaboration and lots of it
• link ICT use to changed roles
• different spaces and furnishings
Why invest time in this area?
If we teach today as we taught yesterday, we rob our children of tomorrow.

John Dewey
We need to prepare students for their future not our past.

Ian Jukes
An education system designed to impart a fixed body of knowledge and skills from the top down seems hopelessly slow, controlled and cumbersome for a world in which information is emerging the whole time on the Web.

Charles Leadbeater
The real problem is not adding technology to the current organization of the classroom, but changing the culture of teaching and learning.

Alan November
→ changing paradigms: a critical imperative
Why change the paradigm?
Some premises

Schools as we understand them today represent an out-of-date model.

The current model constrains student learning for most students as much as it promotes it.

Research suggests that we learn best by engaging all our senses and by using multiple intelligences.
The problem is that the industrial/factory era model is our default button setting.
The factory model has 2 very risky assumptions:
1. That all students learn best by listening
2. That just using **computers** is 21st century learning.
(bells & cells model)

was for a different era: the industrial age

uses an agrarian age calendar: summer harvesting

uses disciplines thought up in the middle ages

has the assumption that most learning is auditory
Analysing the inherited ‘factory-style’ paradigm

- Separate rooms
  - Each room replicates standard pattern
  - Supplemented by specialist rooms
- Separate and separated teachers
- Separated class groups
- Timetable and organisation - ‘production’ periods
- Furniture arrangement – desks & chairs; rows & (sometimes) groups
- Pedagogy - teacher centric instruction
terminology
routines
expectations
perceptions
technology
organization
times
What other considerations should be included when thinking about ICT, teaching & learning and designed space?
Global trends should inform teaching & learning culture, ICT use & learning spaces – so let’s digress.
thought
provoking
Global Trends 2025: A Transformed World

*Global Trends 2025* is the fourth instalment in the National Intelligence Council’s effort to identify key drivers and developments likely to shape world events a decade or more in the future.
The international system, as constructed following the Second World War, will be almost unrecognizable by 2025 owing to the rise of emerging powers and a globalizing economy.
The relative power of various non-state actors, including businesses, tribes, religious organizations, and criminal networks, is increasing.
In terms of size, speed, and directional flow, the transfer of global wealth and economic power now under way, roughly from West to East, is without precedent in modern history.
China is poised to have more impact on the world over the next 20 years than any other country. It could be the largest importer of natural resources and the biggest polluter.
Asia, Africa, and Latin America will account for virtually **all population growth** over the next 20 years.
The World Bank estimates that demand for food will rise by 50% by 2030, as a result of growing world population, rising affluence, and the shift to Western dietary preferences by a larger middle class.
Lack of access to stable supplies of water is reaching critical proportions, particularly for agricultural purposes, and the problem will worsen because of rapid urbanization worldwide and the roughly 1.2 billion persons to be added over the next 20 years.
Climate change is expected to exacerbate resource scarcities. Although the impact of climate change will vary by region, a number of regions will begin to suffer harmful effects, particularly water scarcity and loss of agricultural production.
New technologies could again provide solutions, such as viable alternatives to fossil fuels or means to overcome food and water constraints. New energy technologies probably will not be commercially viable and widespread by 2025.
The pace of technological innovation will be key.
The above trends suggest major discontinuities, shocks, and surprises.
This is the world in which the students of today will live out their lives. We need to educate for this world.
21st century learning: a framework
What is 21st century learning?

Learning that involves:
• multiple intelligences
• deep thinking
• community
• problem solving
• collaboration
• 21st Century skills
  (see www.p21.org)
What should be at the core of 21st century learning?
Accelerating the shift to 21st century learning ... some questions

how do we implement it?

how do teachers shift their teaching methodology?

how does technology fit into 21st century learning?
→ close connections: learning spaces and ICT
Key ideas

- ICT use has been problematic because it has been located within an old paradigm
- ICT needs to be located within new paradigms of learning
  - Need to change the culture of teaching & learning
    - Need to be innovative with programming
  - Need to match the spaces of learning need to a new paradigm
Two vital links in any transformation process are the empowerment of teachers ...
... and creating new spaces in which to enable ICT-enhanced student-centred learning.
→ pedagogy the driver: ICT a tool within learning spaces
→ Key ideas

✓ shape the teaching culture more than teaching ICT skills: pedagogy first – technology second
✓ when it comes to ICT provision, one size doesn’t necessarily suit all: ICT should be diverse as staff are diverse
✓ as much effort should be spent on the spatial environments of learning as well as any hardware itself, supported by a range of technologies
   ✓ invest in wireless environments
   ✓ different technologies in different spaces
✓ grow the culture: a learning community, enhanced with ICT access
SCIL Learning Community Model
SCIL Learning Community Model

1. Multiple learning spaces suited to specific activities
   - Space linked to context: campfires, watering-holes, caves, mountaintops
   - Different technologies in different spaces
2. Collaborative teams
3. Larger cohorts organised into context or topic or task relevant groupings
4. Students have access to a team of educators
5. Learning sessions in blocks
6. Diverse furniture in different contexts
   - Flexible furniture configurations
   - Furniture can be readily adapted
9. Student-centred inquiry based learning
<table>
<thead>
<tr>
<th>Inherited ‘factory-style’ paradigm</th>
<th>Learning Community model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Separate rooms</td>
<td>Multiple learning spaces suited to specific activities</td>
</tr>
<tr>
<td>Defined number of rooms</td>
<td>Space linked to context: campfires, watering-holes, caves, mountaintops</td>
</tr>
<tr>
<td>Each room replicates standard pattern</td>
<td>Different technologies in different spaces: multimedia enhanced; multimodal</td>
</tr>
<tr>
<td>Specialist rooms</td>
<td>Collaborative teams; teamed teachers; mentor teachers</td>
</tr>
<tr>
<td>Separate and separated teachers</td>
<td>Larger cohorts organised into context / topic / task relevant groupings</td>
</tr>
<tr>
<td>Separated class groups</td>
<td>Students have access to a team of educators</td>
</tr>
<tr>
<td>Days broken into ‘production’ periods</td>
<td>Learning sessions in blocks</td>
</tr>
<tr>
<td>Desks and chairs</td>
<td>Diverse furniture in different contexts</td>
</tr>
<tr>
<td>Rows</td>
<td>Flexible furniture configurations</td>
</tr>
<tr>
<td>Groups of desks</td>
<td>‘Watering holes’ - working together</td>
</tr>
<tr>
<td>Teacher centric instruction</td>
<td>Student-centred inquiry based learning</td>
</tr>
<tr>
<td>Each lesson starts with a ‘new topic’</td>
<td>Learning experiences selected to match content / task</td>
</tr>
</tbody>
</table>
1. We need to accelerate this change within schools otherwise educators will constantly lag behind technology – and the students
2. It is possible to change an entire institution – we just need ...
Change the whole daily experience
brave new worlds: concepts of space
Notions of space have become critical to change
Virtual spaces can include:

- portals
- wikis
- blogs
- email
- internet
- Skype
- Facetime
- social networking sites
- twitter
- Second Life

+++
Spaces to Learn

[some inspiration from Denmark]
Spaces to Learn

[some inspiration from the UK]
Spaces to Learn

[some inspiration from Iceland]
Spaces to Learn

[some inspiration from the US]
Spaces to Learn

[some inspiration from business]
The SCIL ‘Spaces to learn’ project has proven pivotal in accelerating change:

Changing spaces and furniture, together with loads of PD, collaboration and pervasive BYOD use & constant searching for ‘best practice’ models has accelerated the capacity of teachers to change paradigm.
Project Barcelona
What would happen if you superimposed a built structure over an established traditional school in order to build a 21\textsuperscript{st} century learning community model?
Our intention: all NBCS learning spaces be transformed to a new paradigm
factories no more: face to face, online, blended (hybrid) & ‘flipped’ learning

ICT and technology has the potential to create personalised niche schools

‘Flipped’ learning
→ SCIL: research & innovation within a school
The SCIL story
In summary:

SCIL = people + pedagogy + programs + places
The SCIL story

Embedding research and innovation into everyday school practice

Asking questions
Playing with answers
The SCIL learning model is built around:

✓ collaborative teaching teams
✓ students in learning groups (not classes)
✓ integrating curriculum where possible
✓ multimedia enhanced learning spaces
✓ multimodal learning spaces
✓ wifi & BYOD
✓ flexible ‘non-industrial’ furniture
✓ choice & problem solving
✓ open access contribution to SCIL
✓ real life in situ PD for all teachers
The SCIL Building (2010)

13 connected spaces
diverse furniture
wifi, multimodal & multimedia
enhanced
SCIL in Second Life
SCIL in Second Life
The Zone (2011) used for Stage 3 learning

8 connected spaces
- diverse furniture - wifi - multimodal - multimedia enhanced
180 students + 6 teachers + BYOD = 0 behaviour problems
- **SCIL Projects**: engines of change

  Spaces to learn
  Learning Community Model
  MyNBCS
  HSC Online
  Real Audience Project
  Virtual worlds: Second Life, Open Sim
  Self directed learning - integrated matrix learning:
  *the Journey, Pursuit & Quest programs*
  Tomorrow’s School Today
  SCIL HR
SCIL 'Tomorrow's School Today' project, launching the renovated Zone

http://www.youtube.com/watch?v=ohnC3sURgKU
<table>
<thead>
<tr>
<th>Logic Smart</th>
<th>Body Smart</th>
<th>Word Smart</th>
<th>Self Smart</th>
<th>Picture Smart</th>
<th>People Smart</th>
<th>Music Smart</th>
<th>Nature Smart</th>
<th>Spiritual Smart</th>
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</thead>
<tbody>
<tr>
<td><strong>Know</strong></td>
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<tr>
<td>Water is Health Communication</td>
<td>Effects of Alcohol on your Body</td>
<td>Understand the benefits of drinking water for health and well being.</td>
<td><strong>2</strong></td>
<td><strong>2</strong></td>
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<td><strong>2</strong></td>
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<td><strong>2</strong></td>
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<tr>
<td>Understand the benefits of drinking water for health and well being.</td>
<td>Understand how alcohol can have a detrimental effect on your body.</td>
<td><strong>2</strong></td>
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<tr>
<td><strong>Understand</strong></td>
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<tr>
<td>What’s the Law - What’s the Standard?</td>
<td>Effective Communication</td>
<td>In pairs, find how communication developments have assisted people with special needs. Present as PP or poster.</td>
<td><strong>2</strong></td>
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<td><strong>2</strong></td>
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<tr>
<td>Understand what the law says in regard to drinking alcohol.</td>
<td><strong>2</strong></td>
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<tr>
<td><strong>Apply</strong></td>
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<tr>
<td>Communication Breakdown</td>
<td>Get This!</td>
<td>Make a collage, poster, series of sculptures, models or film yourself doing mined actions of people communicating.</td>
<td><strong>2</strong></td>
<td><strong>2</strong></td>
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<tr>
<td>Timeline of how communication has changed over time.</td>
<td>A Healthy Author - healthy recipe</td>
<td>Create a healthy recipe for your e-zines.</td>
<td><strong>4</strong></td>
<td><strong>6</strong></td>
<td><strong>4</strong></td>
<td><strong>6</strong></td>
<td><strong>4</strong></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td><strong>Stand Buy Me</strong></td>
<td><strong>A Healthy Author - healthy report</strong></td>
<td>Choose a health issue and report on what it is and how it impacts you (eg exercise, being good friend, good fitness, hygiene).</td>
<td><strong>2</strong></td>
<td><strong>4</strong></td>
<td><strong>2</strong></td>
<td><strong>4</strong></td>
<td><strong>2</strong></td>
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<tr>
<td><strong>Healthy Design - Healthy Ad.</strong></td>
<td><strong>How does Alcohol affect me?</strong></td>
<td>Understand how alcohol affects the human body and its behaviour.</td>
<td><strong>2</strong></td>
<td><strong>4</strong></td>
<td><strong>2</strong></td>
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<tr>
<td><strong>Healthy Design - Comic strip</strong></td>
<td><strong>I Spy With My Little Eye...</strong></td>
<td>Create a 15 frame comic strip exploring junk vs healthy eating.</td>
<td><strong>2</strong></td>
<td><strong>4</strong></td>
<td><strong>2</strong></td>
<td><strong>4</strong></td>
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<td><strong>4</strong></td>
</tr>
<tr>
<td><strong>Soundtrack</strong></td>
<td><strong>Community Squares - Public Speaking &amp; Drama</strong></td>
<td>Compose an instrumental piece of music showing the impact of a technological communication change on people eg. printing press.</td>
<td><strong>2</strong></td>
<td><strong>4</strong></td>
<td><strong>2</strong></td>
<td><strong>4</strong></td>
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<td><strong>4</strong></td>
</tr>
<tr>
<td><strong>Information Overload</strong></td>
<td><strong>Need Direction?</strong></td>
<td>Research systems of information transfer. Write a rhetorical poem to teach somebody about what you have learnt.</td>
<td><strong>2</strong></td>
<td><strong>4</strong></td>
<td><strong>2</strong></td>
<td><strong>4</strong></td>
<td><strong>2</strong></td>
<td><strong>4</strong></td>
</tr>
<tr>
<td><strong>To Drink or not to Drink, that is the Question</strong></td>
<td>Made You Look!</td>
<td>Take photos of your favourite outdoor ads. Include a short description about each one.</td>
<td><strong>2</strong></td>
<td><strong>4</strong></td>
<td><strong>2</strong></td>
<td><strong>4</strong></td>
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</tr>
</tbody>
</table>
HSCOnline offers students a range of fully accredited online courses to suit study at Year 9, 10, 11 and 12 levels. As long as they have internet access, students can enjoy their online courses from any place their busy schedules take them.

Courses are available to students even if they are offered at their own school.

Online courses are also a great option for students who want to accelerate in their studies.

Our courses

SCIL Student Home Course
Teachers Courses
Year 12

CONTACT US: enrol@scil.nsw.edu.au (02) 9450 1311
School News

Minecraft Welcome Emails
by Stephen Collins - Tuesday, 21 June 2011, 06:15 PM

Students in Yrs 10 to 12 who applied have been registered and can connect any time. Check your school email account for details. Congratulations to moderators Luke Pearson and Ryan McLean.

Students in years 7 to 9, please be patient and I hope to contact you sometime soon about giving you access too.

Students can still register to join, here: https://spreadsheets.google.com/spreadsheet/viewform?formkey=dF0YNTZ0a2QlOm1TVR2IheX0xik4NFE6MQ

Musical Recitals
by Grant Harbor - Thursday, 16 June 2011, 05:35 PM
REPORT CYCLE 3, 2011

Care Teacher Comment - Hannah Macaulay

Rebekah is a confident and enthusiastic student. She is well respected by her peers. Rebekah demonstrates a strong commitment to her studies. She is encouraged to maintain her mature and focused approach to learning.

Learning Category Indicators

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Learning Achievement</td>
<td>4.2</td>
<td>4.7</td>
<td>4.2</td>
</tr>
<tr>
<td>Learning Skill</td>
<td>4.2</td>
<td>4.5</td>
<td>4.4</td>
</tr>
</tbody>
</table>

Detailed Class Reports

Hidden Courses: These class reports will not be visible in report to the student/parent, unless the the student to make visible.

10 Geography - David Parker-Hill
10 History - David Parker-Hill
11 C & L2 Chaplaincy in Action - Sam 13 - Tim Barrett
10 English - Hannah Macaulay

Rebekah is able to analyze for complex concepts. She is able to make thoughtful and meaningful contributions to lessons and discussions.

Rebekah is encouraged to be more detailed when analyzing texts for language and structural features.

<table>
<thead>
<tr>
<th>Learning Achievement</th>
<th>Work</th>
<th>Motivation</th>
<th>Independence</th>
<th>Persistence</th>
<th>Course Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Actual</td>
<td>Target</td>
<td>Actual</td>
<td>Target</td>
<td>Actual</td>
</tr>
<tr>
<td>High (A) / High (B)</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>B</td>
</tr>
</tbody>
</table>
match job functions to vision

Director of Innovation
Director of 21st Century Pedagogy
Director of Senior Years Paradigm Shift in 2011
Assistant Principal PD
Assistant Principal Student Care
Director of Online School Development
Director of Teacher Mentoring
SCIL Associates
Spaces to Learn

some architectural motifs for a new paradigm:

campfires
watering holes
caves
mountaintops

[adapted from The Language of School Design - Nair, Fielding, Lackney]
What could be campfires
watering holes
caves
Mountaintops

play it
publish it
present it
18th-century painting unravels Extinction mystery

The lost sketchbook of an obscure British artist has shed light on a decades-old scientific mystery.

“This is an incredibly exciting discovery,” enthuses Professor Simon Neels, an evolutionary biologist at the University of California. “This solution was like a bolt from the blue.”

The sketchbook was purchased at a recent London auction by a collector, who passed it on to the University in his home country as soon as he realised its significance.

“We never thought that an old drawing would tell us the fate of the Silverhenge Bat,” says Professor Neels.

The Silverhenge bat lived around south-eastern England up
What do the students say?

‘I am more secure in class. I can see everyone.’

‘The teachers can help me rather than tell me off.’ (ADHD student)

‘I come to class expecting to work and learn. We all do.’

‘I am not frightened of watching a movie anymore.’
anywhere, anyhow, anytime: BYOD mobile learning
→ Key ideas

✓ learning should be flexible
✓ learning should be accessible to all
✓ learning should have access to information
  ✓ m-learning; e-learning
  ✓ adaptive to crisis
✓ blended learning; online learning
✓ BYOD has numerous advantages
✓ employ students and ex-students
→ **great tips:** great web tools for 21\textsuperscript{st} century learning
→ Key ideas

☑ have access policies (including social media)
  ☑ train students for proper use of web
☑ Twitter provides outstanding PD for educators
  ☑ create a culture of sharing great ‘finds’
☑ employ students to find great resources
  ☑ Google ‘best websites for teachers’
VSTE Mobile Learning Share Fair

March 25, 2011

If you attended one of our sessions at VSTE’s Mobile Learning Share Fair, thank you. We hope you found the time you spent valuable and learned something you can use. All of the resources we discussed are listed below and I'll be adding more based on your contributions. If you didn’t join us, I...

Introduction to Google Sketchup

March 14, 2011

There are many tutorials for learning Google's SketchUp software on the web, including a large collection of videos on YouTube. On this page you’ll find links to some of...

19 Tips, Tricks, and Ideas for Using Google Earth and Google Maps

February 19, 2011

Thank you for attending my session and for visiting the site. On this page you’ll find all of the information and references I presented, plus more for you to...

Building Tours in Google Earth

January 18, 2011

If you attended my workshop session at the 2010 JOSTI Conference, thank you! I hope you enjoyed the session and learned something you can use in your classroom. All of...

Twitter: Why Should I Care What You Had For Breakfast?

January 8, 2011

If that’s how you understand Twitter, then you don’t know the whole story. Twitter is far more than random babble by celebrities and nobodies. It can be a valuable...

You Don’t Have Too Much Information. You’re Using the Wrong Tools!

December 4, 2010

If you attended my session at the VSTE 2010 conference (or another conference/workshop session), thank you! And thanks for visiting my little

Adding Media to Google Earth Projects

November 8, 2010

Adding media – images, audio, video, and more – to the markers you create for tours in Google Earth is not difficult but will require understanding a little HTML,...
Looking for some great resources in connection with 21\textsuperscript{st} century skills?

- 21\textsuperscript{st} Century Skills
  (Trilling & Fadel)
- The Language of School Design
  (Nair, Fielding, Lackney)
- The Third Teacher
  (OWP/P Architects)
how to find me: virtual spaces

virtual card: http://about.me/stephen.harris
blog: http://imaginelearning.tumblr.com

(Greg Whitby’s Blog)
http://bluyonder.wordpress.com/2011/06/28/moving-forward-2/#entry
http://bluyonder.wordpress.com/2011/07/03/a-principals-perspective/

twitter: @stephen_h
email: sharris@nbcs.nsw.edu.au
Stephen Harris

passionate educational innovator


"Northern Beaches Christian School: one of the most innovative in the world..." Charles Leadbetter, June 2011 [TWEET from @wethink]

Love applying design to learning, 21st century learning will happen when we change spaces & places & adopt BYOD & immersive PD and schools become learning communities. Blog on these topics - http://imaginelearning.tumblr.com

Interesting video on YouTube: http://www.youtube.com/watch?v=OHmC3sURgKU

Founder & Director SCL: Sydney Centre for Innovation in Learning www.scl.com.au

Principal K-12 School NBCS - www.nrbcs.nsw.edu.au

http://about.me/stephen.harris
Imagine Learning

The Ocean - part of the learning spaces in the Zone at NBCS.

“Settings for learning ... a stimulating delight”


Posted 2 weeks ago

from ‘Settings for Learning...a stimulating delight’ - Philip Idle

I have recently had the great pleasure of visiting Northern Beaches Christian School (NBCS) in Terrey Hills, a northern suburb of Sydney. Under the visionary leadership of Stephen Harris, the change management over the last 6 years has seen an incredible transformation take place in the pedagogic, virtual and physical spaces at the Sydney Centre for Innovation in Learning (SCIL), the research based organisation playing out
Moving forward

I had the opportunity of visiting Northern Beaches Christian School last week and spent almost three hours with the principal, Stephen Harris and his leadership team. You could not find a team of professionals more committed to improving the learning for the young people in their care. The school runs a range of programs and research projects through the Sydney Centre for Innovation in Learning (SCIL) to challenge thinking and transform professional practice.
how to find & follow SCIL

web: www.scil.nsw.edu.au
email: scil@nsw.edu.au

twitter: @scil
facebook: www.facebook.com/scil.nbcs
join me
innovation tour: build your capacity to innovate

visit highly creative institutions
meet some fascinating innovators
journey into new thinking along the way

Northern Europe & UK
October 9 – 21, 2011
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