

# Colegio Cardenal de Cracovia



**Founded in 1980 for students excluded from other schools, this school serves an area of high deprivation in Santiago, Chile’s capital city. In order to engage its students, the school has reconstituted itself as an ‘independent republic’ with a student-led government.** It is known as *Mundo Karol* (Karol’s World) after the Pope John Paul II, formerly Karol, Cardinal of Krakow.

After several years of working with the most challenging students in a part of the city designated as ‘high social risk’, the school’s founder decided that his students would not engage with the school unless they felt that they both belonged there and were responsible for it. He held a referendum for students, parents, and teachers on whether the school should become a ‘republic’. The referendum passed with 87% of the vote. Now, the school has its own political constitution, cabinet, currency, bank and a range of ‘government departments’ run by students, including a Department for Health and a Department for Education.

Students are divided by age into smaller communities in which individual students are elected to fulfill roles as ministers and representatives to these departments. The matching of departments to that of the nation means students have a role in all decision-making in the school, from curriculum to punishments. They work alongside adults to operate the school’s ‘police force’ and Ministry of Justice, holding trials to decide on appropriate sanctions for bad behavior.

# Quest to Learn



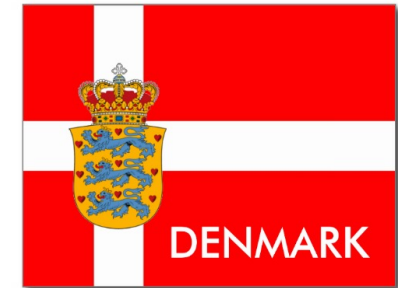
**Quest to Learn is a small middle and high school in New York City. Founded in 2009 as a partnership with computer game designers. The designers apply insights from videogame design not only to motivate learners, but to develop a pedagogy whereby young people themselves ultimately become the designers and developers of their world.**

Over the year, Students tackle 10-week missions composed of a series of quests that pose problems to solve through a variety of methods, including building their own games. Some games are built by learning computer coding, while others involve careful craft and manufacture.

Students play a variety of roles depending on what a task requires (such as scientist, photographer, engineer). Activities are seamlessly integrated so they never have to 'break character'. For example, in one mission, 'Spartan Private Investigators', students go back in time to investigate conflicts between Sparta and Ancient Greece. In order to do so, they design a time machine and find the best place to locate it, using Google Earth and a lesson on longitude and latitude, and read Greek myths in order to familiarise themselves with Spartan culture and blend in more effectively during their undercover research.

Quest to Learn's pupil engagement levels score in the top 3% of schools in New York City with similar intake. In their first year at Quest to Learn, students have been shown to make statistically significant gains in systems thinking, time management and collaboration.

# SPF Youth Town



**SPF (*Statens Paedagogiske Forsøegscenter* or the National Innovative Centre for General Education) was an experimental school based in Copenhagen, Denmark. It was created to develop pedagogies for the older grades of the country's state schools, as well as assessing and disseminating the results of the work.** The center was founded by the Danish government in 1964, and though it was closed in 2007 for political reasons, it left a lasting mark on Denmark's educational practice.

The school was open to 144 students from the 8<sup>th</sup>- 10<sup>th</sup> grade, and many classes involved mixed grades. The school taught all subjects of the Danish curriculum, but teaching goals were developed to apply to both individual subjects and the overall three year plan for students' development. In a practice common in Danish schools, students were interviewed several times a year to discuss progress and learning goals. As the school developed new teaching and learning practice, methods of assessment were designed to evaluate both student's individual learning and understanding, and the quality of the learning environment.

As well as a school, the centre housed a 'Youth Town' – a specially designed learning environment which took students' ideas, issues, aspirations and concerns about contemporary society as the basis for the curriculum. The Youth Town itself was made up of a range of experiential learning centers, including a Theatre, Post Office, and Church, which students learnt to operate – and were also encouraged to adapt and rethink. The socially-oriented courses in each learning center were developed with partners from relevant organizations and institutions in the 'real world'. Along with the students at SPF, each year more than 25,000 young people and their teachers from other schools participated in Youth Town.

# Lumiar Institute



**The first Lumiar school was set up in São Paulo in 2002 by the SEMCO Foundation, an organisation that supports innovative educational, cultural and environmental projects in Brazil. At Lumiar schools there are no lessons, fixed timetables or traditional teachers.**

In the mornings the students attend optional workshops on topics that range from film-making to circus training. In the afternoons, groups of students work on self-chosen projects. Half of the teachers work as 'tutors', who advise, coach and monitor the students' progress, supporting them to select three or four projects they would like to work in a term. The other half are 'masters' of particular skill sets, such as engineering or piano playing, and work part time to facilitate projects in these areas and convey their passion and skills.

Students and parents play a key role in school decision-making. A typical school day begins with students collectively deciding how to divide up space and resources at the school (there are no classrooms) in order to accommodate all of the projects. As the staff put it: "We discuss, agree, and then plan".

At Lumiar Sao Paolo, for students up to the age of 16, particular emphasis is placed on learning in multi-age teams. Students have to learn to be respectful of one another and to make decisions as a group. The headmistress admits that this can initially be difficult for the older ones, but they soon learn: *"You can see them thinking, 'Wow. After all maybe I'm not better than them. I just know different things, and think in different ways.'"*