

P.L.A.C.E.



PLACE (Parent-Led and Community Education) was set up in 2004 as a way of grounding home-school education. Parents remain ultimately responsible for their children's education, but by working together and with their local government authority, they can create better and richer learning experiences for their children.

PLACE currently serves around 155 students aged 5-16 in the area Bedfordshire, UK. Provision often extends to younger or older siblings where necessary, so in reality is 0-19. It's common to have some age mix in classes and children of different ages will often learn together.

PLACE is managed by a co-ordinator supported by parent committee. PLACE as a physical space is an admin hub of office, library and some learning areas. Additionally, it is affiliated with Biddenham International School, and here students can access classes and sports, science and art facilities. Other group learning activities take place in a number of different locations, including a scout centre, sports hall, galleries, museums and specialist providers in Bedfordshire and beyond. If students are not sufficiently interested in a subject then the class isn't run. There is flexibility on time and place of classes; they often run for two hours in the late afternoon or evening, and on Saturdays. Each family accesses a different package of learning experiences according to their needs and wants.

Teachers and tutors are paid on a freelance basis (or, if they're Biddenham teachers, through the school's 'extra hours' system). Corporate providers such as language schools are also used. Some students are funded through PLACE to enroll on courses at local colleges.

The group support students through a range of qualifications within the English system, and participants have to take all qualifications required by the state. Older students may still access provision if they have had a disrupted education (e.g. for medical reasons) and more time is needed to complete their qualifications.

Agency by Design

What does it mean to see the world like a designer? What is 'maker thinking'? These are two questions asked by this multi-year research project being carried out by Project Zero at the Harvard Graduate School of Education, in collaboration with educators from Oakland, California.



Funded by the Abundance Foundation, a charity focused on empowering communities through health and arts, the project is a deep exploration into the ways young people learn design thinking and learning through making and 'tinkering'.

By engaging in action research with their school liaison group, and iterating on design of classroom activities, the team are investigating ways to strengthen students' capacity to see objects, ideas and systems in terms of design. Activities combine working with objects – for example, asking participants to bring objects that represent certain concepts – and working with thinking routines. In one routine, *Parts-Purposes-Complexities*, students examine objects or structures in terms of each of these ideas in turn. They come to see the decisions behind the design of everyday features of the world (sometimes starting with their own classroom...) and see how to tinker, or improve, the design.

The team hope to better understand how, by seeing the world around them through the lens of design – and redesign – young people can become more active agents in the shaping of their worlds.

The project is connected to a broader community of makers and educators via a variety of social media platforms, and their dedicated blog space, Making Thinking Happen.

Hume

Global Learning Village



The Hume Global Learning Village (HGLV) network combines the collective resources of 700+ individuals and organisations working to improve learning opportunities for the entire Hume community. Hume, the local government jurisdiction in the metropolitan area of Melbourne, has a population of around 170,000 people. In 1999, to make real the city's stated commitment to lifelong learning, they created the Global Learning Village partnership.

Through the partnership, Hume City Council is connected to a whole range of potential providers of learning opportunities in Hume. These include libraries, schools, employment agencies, local business, and the city's Neighborhood houses – centers for learning and recreation open to people of all ages.

Over time, the council have established a set of key performance indicators that guide the work of the partnership. Under the 'Learning Together' strategy, all the organisations involved work together towards overarching goals for creating a culture of learning and strengthening ties between learning and work. The council regularly circulate a survey to all of the organizations in the HGLV network. The survey question help them to communicate their goals to these organizations, and in turn get feedback on the experience of contributing to the learning mission.

ASMS

CHOOSE YOUR

OWN ADVENTURE

AT THE



AUSTRALIAN
SCIENCE &
MATHEMATICS
SCHOOL

The Australian Science and Mathematics School (ASMS) is a public senior high school for students aged 14-18. The school is located on the campus of Flinders University, in Adelaide, and the curriculum is designed and delivered in partnership with the University's Faculty of Science.

The space consists of a learning commons and studios for practical work. Students are able to organise desks in the commons to suit their daily agreed social and learning needs. Internal walls are mostly made of glass to 'de-privatise' teaching practice.

ASMS encourages collaborative learning but students shape their learning to best suit their own goals and preferences. Ultimately, learning is self-directed as far as possible. A lot of emphasis is placed on metacognition, and on students learning how to learn.

The school's specialism is in Maths and Science, and classes in these areas adopt a problem-based pedagogy, with the intention that student are consistently applying their learning to real problems. 'STEM Mentors' – professionals working in the fields of science, technology, engineering and maths – are invited to provide support to projects, judge exhibitions, offer opportunities for field work and more.

Learning how to 'operate scientifically' and 'operate mathematically' are key learning goals for the schools' students. This is framed by the need to understand how science and mathematics contribute to society. The program 'Teaching and Learning in New Sciences' focusses on how new developments such as nanotechnology and laser science, which students can witness at Flinders University, have the potential to solve real-world problems.