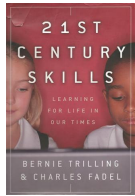


21st CENTURY SCHOOLS

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21st Century Learning

21st century learning, when deeply explored and brought to effective conclusions, challenges traditional school organisation, roles of teachers, learning activities of students, parent/community relationships, and expectations for access to technology.



All educational research related to our changing political, economic, and technological world calls for drastic shifts in the fundamental purpose and process of learning, as we move from the predictable industrial economy to a rapidly changing world economy with several major players, and where the only certainty is change. Schools need to adapt their programs, organisation, and classroom deliveries to instill the values and skills needed for success in the 21st century, and to be relevant enough to fully engage our current technology-bred students.

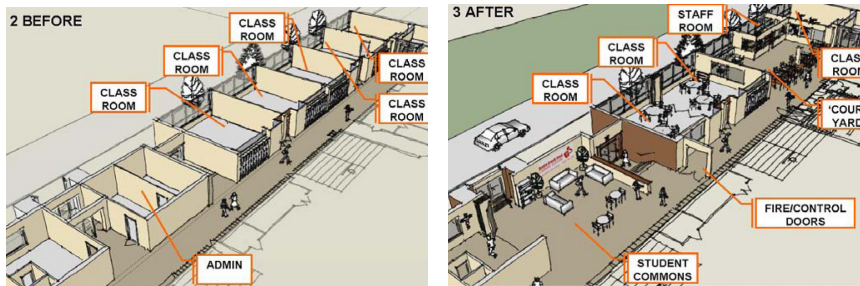
Research in life-long success indicates that our traditional focus of school, core subjects, are still important, but they are no longer sufficient for success in the changing world. Instead students need to learn the skills critical to navigating and succeeding in the new socio-economic landscape where change is the byword. These include, creative thinking, critical thinking and problem solving, communication, and collaboration skills, learned in an environment that fosters social/emotional skills development, healthy risk taking, and an understanding of the global connections to individual actions.

The human resources foundation for 21st century education is built with strong relationships, relevance, and rigor. To be fully actualized, these need to be facilitated through bricks and mortar and virtual support that break the traditional mold as much as much as do innovative educational deliveries.

21st Century Facilities

Facilities facilitate educational delivery. Key qualities of 21st century facilities are:

- Relationship building, intentional positioning of people and purpose to create strong connections. Strategies include:
 - Small Learning Communities
 - Teacher Collaboration Centers
 - Distributed leadership and guidance
 - Looping of teachers with students



- Personalized/student centered learning, empowering the multiple intelligences of the student as worker with the right tools for learning
- Brain-based furniture, designed for movement, individual learning preferences, and personal fit



- Variety of spaces to support multiple modalities of learning, since different students learn best in different ways and effective educational delivery needs purposeful environments. This includes:



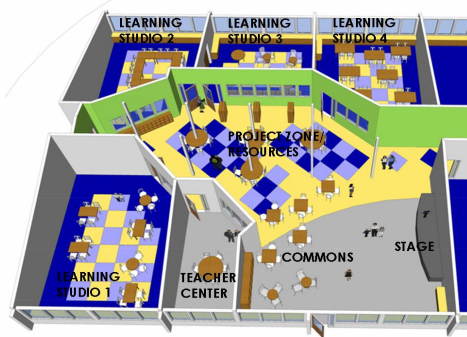
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- Reflective spaces, collaborative spaces, performance spaces
- Small group, large group spaces
- Technology rich spaces
- Cradle to grey learning, nesting K-12 education within a multi-generational context to benefit all
- Flexible platforms for continued change, including:
 - Agility to support a variety of school organizational structures (departmental, thematic, Small Learning Communities) without physical change, and often simultaneously
 - Agile spaces for learning, with multiple connections and possible interpretations



- Interdisciplinary connections supported through strategic positioning of functions
- Foster communication and collaboration:
 - Team teaching spaces for two, three or four synchronous teachers
 - Teacher planning centers, small group rooms



- Support active/applied learning with technology and places to make things
- Make learning visible through visual connections and display of student work



- Collaboration and communication: strategic positioning of teachers to stimulate working together
- Expression of a school signature through the architecture to foster identity and spirit

These facilities strategies may prescribe the end of the classroom as we know it today, or certainly the end of the school building as we know it today. Empowered 21st century learning demands these strategies.

