SYNTHESIS OF MAIN FEATURES OF THE INNOVATIONS IN THE ILE UNIVERSE

1. Introduction

The aim of this Note is to give an overall summary of key features of the innovations already compiled by the OECD/CERI Innovative Learning Environments project. It begins by outlining the ILE conceptualisation of a 'learning environment' which is then used for identifying the main sources or components of innovations in the ILEs. The salient aspects of each case are in turn briefly summarised.

The pool of cases accepted into the ILE project is termed the project "Universe". This Note summarises the Universe at the time of writing but this pool of innovations is not fixed: it is continuing to expand, both as new systems and organisations join the project and as we successfully identify new cases that fit our criteria and have been willing to complete the template document. This template is summarised in the Annex to this Note.

The current Universe as described in this Note overwhelmingly contains cases submitted by the participating systems and organisations. The initial submissions were slimmed down by the project team's review as some submitted cases were incomplete or did not sufficiently meet the basic project specifications. In the current phase of the ILE project, we are identifying new examples; as responses are received to our request for completed template forms we will summarise their coverage and include them in future versions of this Note.

2. The Framework as the Basis for Classifying the Innovations

For the ILE project, a "learning environment" refers to:

> *The ensemble of the key ingredients – learners, 'teachers', content, resources, organisation (pedagogies, scheduling, assessment etc.) – in dynamic interaction with each other over time, in the same context and replicated for different groups of learners in that context.*

This refers to any such environment, innovative or not. It is particularly useful for the ILE project as it allows us, first, to clarify what we mean by a "learning environment" and then, second, to identify along which dimensions it is innovative – how many of them and in which combinations.

What do we mean by 'innovations' in these different components or dimensions? This is elaborated in the following categories which have been applied in our classifications that appear in the next section.

CERI/ILE understanding of the 'micro' environment level
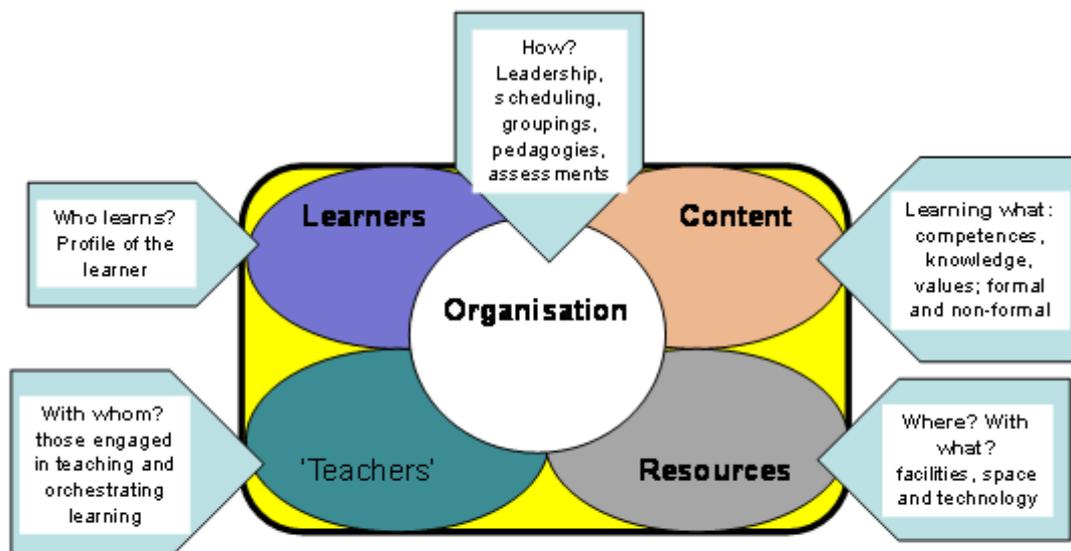
LEARNERS: Innovations in the profile of the learner:
- New groupings or profiles of learners (e.g. novel age mixes)
- Targeted approaches for specific groups of learners (e.g. populations on the move).

TEACHERS: Innovation of those engaged in teaching and orchestrating learning (the "teacher"):
- Innovations in how teaching resources are combined or organized (e.g. team or multi-disciplinary teachers)
- Bringing in different experts or adults or peers to work with or instead of teachers (e.g. members of the community or non-school specialists).

CONTENT: New foci for content and knowledge:
- Shifting focus of what is the primary objective of the learning (e.g. values, multi-disciplinary approaches, creative expression, 21st century competences)
- Innovations in who defines legitimate knowledge (e.g. co-constructed "curricula", learner or other group definitions of content).

RESOURCES: Innovative forms and uses of infrastructure, resources and technology:

- Innovative use of educational space and infrastructure
- Novel pedagogical materials and sources of knowledge
- Additional forms of non-traditional resource applied in the learning environment (e.g. community resources of different kinds)
- Innovative uses of technology, whether using innovative technology or using technology in innovative ways to do things conventionally done otherwise.

ORGANISATION: New or innovative approaches to organizing learning

- New forms of scheduling over the learning day, week, month or other unit
- Experimental or non-traditional pedagogical approaches
- Innovative mixes of groupings in terms of e.g. abilities or size of working groups (use of lectures, tutorials etc.)
- Innovative uses of assessment, in combination with other aspects of teaching and learning
- Particular approaches to individualization, guidance etc.

The Universe cases have been summarised into a paragraph for each case in the Note that follows. We have also classified each one in terms the innovative categories enumerated above. As we have applied these categories, we have naturally been entirely dependent on the texts available in the templates. Some degree of subjective judgement has also entered into the classification process about what is innovative in these descriptions. As far as possible we have sought to apply the perception of "innovation" as it has been interpreted in the system in question: it is clear that what is understood as innovation in one context or time may be thought of as routine in another. This is an additional reason that it has been so useful to be able to break down the learning environment cases we have been examining into their different components rather than operating with a single criterion, '1' or '0' – "innovative" vs. "non-innovative".

We make no value judgements at this stage whether an innovation that changes a larger number of dimensions is necessarily superior or to be preferred. Hence, as participating systems review the classification of the innovations we have arrived at in this paper, we do not wish responses to be skewed by the assumption that innovation in all these dimensions is necessarily to be preferred to innovation in one or two of them.

3. The Universe ILE Cases Summarised

The ILE cases that have been entered into the project 'Universe' are summarized in turn, organized by country (and states and provinces within each country). Each is introduced by a capsule description of its main features. Each is then categorized by the dimension in our framework – learner, 'teacher', content, resources, and organization – that summarises its innovative features, and additional keywords that we are using to tag the ILEs are also listed where applicable.

AUSTRALIA (VICTORIA)

Quality Learning Centre and Enquiry Zone, Mordialloc College *(Inventory case)*

Mordialloc College's junior school employs programmes for Years 7 to 9 (students aged 11-16) that emphasize personalized learning, framed by using the Quality Learning (Quality Learning Australia) approach in the school. Characteristics of the organisation are: student self-management, team teaching and planning, and co-development of curriculum with students. The students work in large flexible learning spaces in Year 7 and 8. Structures include "family groups" of students with teachers as "family guides", neighbourhood learning within the whole year cohort, optional workshops, and parent conferences. While timetables in Year 7 and 8 are flexible and contain no separate subjects, flexible learning in Year 9 is organized around subjects, and includes community-based projects and expeditional learning.

Main focus of innovation: LEARNERS, TEACHERS, RESOURCES, ORGANISATION

Other keywords: learning space

Wendouree West Community Learning Hub, Yuille Park P-8 Community College

The Wendouree West Community Learning Hub comprises a Prep-to-Year 8 school; kindergarten; occasional child care; an information technology centre; adult education; a neighbourhood house; and other community and education services. The objective of the hub is to improve the social, economic and environmental circumstances of the community and to repair educational disadvantage by creating an environment that fosters positive interactions among generations and makes learning available to all community members. The school and broader community share facilities including modern, ICT-rich learning spaces. Teams of teachers work with flexible curricula and timetables, using project based learning for students and the community, and focus on skills for life-long learning.

Main focus of innovation: LEARNERS, RESOURCES, ORGANISATION

Other keywords: blended/non-formal, equity, learning space

Community/School Film Festival, Manchester Primary School

The objective of the Community/School Film Festival program is to engage primary school students with the curriculum through experiences of developing short films. Filming is used as a cross-curricular activity which involves flexible movement around the school, group negotiation, planning, evaluation, and on-teaching between students and staff, and is regarded as a tool for students to demonstrate their understanding. Teachers and technicians from the shire support the students. The projects culminate in a regular Children's Film Festival, in which an increasing number of schools participate, fostering exchange of resources and expertise. The Film festival program was initiated to engage boys at risk, but has been replicated with other student groups and in several schools, based on a manual written by the developers.

Main focus of innovation: CONTENT, RESOURCES

Other keywords: learning space, technology-rich

Ballarat High School

Ballarat High School has changed pedagogy and practice through school management initiatives, and the integration of organisational, learning, and core values frameworks. The Year 9 ARCH (Active Resilient Connected Happy) program, which incorporated a new facility and building upgrades, helped staff to refocus the school frameworks and structures as well their focus on relationships and the personalisation of learning for all members of the school community. The Year 9 ARCH program, where a core of teachers is committed to Year 9 in a dedicated space, has re-engaged both students and teachers, and stimulated innovation elsewhere in the school. The Year 7 and 8 programs are now developing their own Learning Advisory programs. Learning advisers are teachers who weekly meet with small groups of students (<13) and function as mentors who help the students organize their learning. A leadership team develops and monitors the adviser approach.

Main focus of innovation: TEACHERS, CONTENT, ORGANISATION

Learning Houses, Suites and Landscapes / Multimedia Studio, Bentleigh West Primary School

Bentleigh West Primary School has established team teaching, personalized learning practices, flexible learning spaces, and community partnerships. Students (age 5-12) learn in flexible dynamic learning groups of two school years, with individual learning plans. The younger students are in "Learning Houses" that comprise a kitchen and craft area; older students stay in a "Learning Suite". Teaching methods include explicit instruction, workshops, student conferences, inquiry based learning, and hands-on experiences. Teachers are encouraged to undertake research on promising new learning practice, building on previous results which are regularly tested with pre and post testing research and different progress measures.

Main focus of innovation: TEACHERS, RESOURCES, ORGANISATION

Other keywords: learning space

Aspire, Bendigo South East College

The Aspire program was initiated to counteract decreasing engagement with school in Year 9 students (age 14-16), by providing experience in responsibility, team building and independent learning. Students' "aspirations" are encouraged both in timetabled subjects and in additional off-campus projects that enable small groups of students to plan and complete a project with clear aims and outcomes and foster social and organisational skills (e.g., a camp on sustainability in partnership with a neighbouring university, and a student-organised stay in the city during which they conduct a research project). Staff maintains contacts with the students' families by weekly emails.

Main focus of innovation: CONTENT, RESOURCES, ORGANISATION

Anim8tors@MWPS, Mount Waverley Primary School *(Inventory case)*

This program for Year 6 (age 10 to 12) primary school students brings together team teaching, flexible student groupings across classes, cooperative learning, peer-teaching, and authentic blending of different subject areas through tasks associated with film animation. The program was developed to re-engage students at school, through interdisciplinary tasks on which students work independently in small groups for one day a week, throughout the school year. The physical environment includes open learning spaces and a gallery, which facilitate team teaching in larger groups. Different specialists are involved in the project and one of the guiding principles is that teachers and students learn together and teach each other.

Main Focus of Innovation: TEACHERS, CONTENT, RESOURCES

Other keywords: learning space, technology-rich

Senior Learning Unit, Bellaire Primary School

The Senior Learning Unit used by Bellaire Primary School personalizes student learning in Years 5 and 6 (age 10-13). Features are: Team teaching, student responsibility for own learning, and flexible movement between open learning spaces. Students formulate their individual learning goals and timetables, choose from subject-specific workshops and have weekly one-on-one conversations with their teacher (*learning advisor*) to evaluate their progress and support the learning process. The teachers themselves engage in regular coaching to develop their practice, and parents and community members are invited to support learning, for example, as guest speakers.

Main focus of innovation: TEACHERS, RESOURCES, ORGANISATION

Other keywords: learning space

Unit 5, Learning Module, Knox Gardens Primary School

Knox Gardens Primary School employs a special learning module for students in Year 5 (age 10-11), which includes co-teaching, flexible working spaces, collaborative student learning in flexible groups, curriculum negotiation, and a special emphasis on the use of technology to make students competent digital learners, for example by creating eBooks and communicating via blogs. A wide range of performance assessments are used to inform teaching practice.

Main focus of innovation: TEACHERS, CONTENT, RESOURCES, ORGANISATION

Other keywords: learning space, technology-rich

John Monash Science School *(Inventory case)*

This school is a newly founded specialist secondary school (students aged 15-18) devoted to the teaching of mathematics and sciences to selected high-achieving students. The school is located on the Clayton campus of Monash University, and cooperates with university staff for cutting edge research-inspired curriculum development, weekly co-curricular activities, and to give students access to university enhancement subjects. Students are almost exclusively taught in large groups with several teachers, and supported in small tutor groups and via close monitoring of student performance. The physical environment can be flexibly configured, and allows ready access to many ICT resources. All students have an individual tablet computer which is used as chief learning tool, and for electronic (partly one-on-one) communication between students and staff. Emphasis is placed on professional learning and staff development.

Main focus of innovation: LEARNERS, TEACHERS, CONTENT, RESOURCES, ORGANISATION

Other keywords: learning space, technology-rich

The Lakes South Morang P-9 School *(Inventory case)*

Learners at this school (Prep to Year 9, age 5 -15) work in technology-rich open learning spaces with teaching teams. Student groupings are organized in several ways: Into sub-schools that stay together for three years, into pastoral care groups which meet each day with a pastoral care teacher, and into cohorts that can be streamed or of mixed ability and are taught by teaching teams. Teaching teams are cross-curricular, with team members planning and teaching together, and coaching each other. A collaborative data storage system is available for the sharing of documentations, assessments, etc. among teachers. ICT resources include various electronic tools from Lego robotics to interactive whiteboards. Community resources contribute to daily activities at school.

Main focus of innovation: TEACHERS, CONTENT, RESOURCES

Other keywords: learning space, technology-rich

Grovedale West Primary School

Grovedale West Primary School (students aged 5-12 include deaf and autistic children) transformed its existing classrooms into spacious learning areas in order to use team teaching approaches with flexible groups of learners. Prep year students move between subject-specific areas (e.g., writing, math), with activities being integrated in overarching real-life themes. Older students work in "Inquiry Pods", which allow flexible grouping of students based on learning focus. Resources include a netbook computer and storage case for all senior students, to allow smooth movement between learning spaces and electronic communication with the teacher. Teachers cooperate in teams that share resources, and meet weekly to receive instructional coaching, track student progress and plan future teaching activities.

Main focus of innovation: LEARNERS, TEACHERS, RESOURCES, ORGANISATION

Other keywords: equity, learning space

Courtenay Gardens Primary School *(Inventory case)*

This is a primary school (students age 5-12) in a low-socioeconomic area which uses various multimedia facilities and research-based personalized learning frameworks. Students have access to a multimedia television studio and a radio broadcasting station, which are used to foster students' development of organisational skills, social behaviour, literacy and numeracy, and to connect with the community. Additional resources are a performing arts centre, outdoor fitness stations, and stages. Classrooms are technology-rich and purpose-built with shared learning spaces for team teaching and group work. Teacher teams meet weekly for planning, evaluation and peer support and the staff engages in regular, research-based instructional coaching activities. Student progress is registered in an electronic school wide data tracker that allows evaluation against whole class and year performance. Parents can follow a training program to provide assistance in the classroom.

Main focus of innovation: CONTENT, RESOURCES, ORGANISATION

Other keywords: equity, technology-rich

AUSTRALIA (SOUTH AUSTRALIA)

Australian Science and Mathematics School (ASMS), Flinders University *(Inventory case)*

This purpose-built senior secondary school (grades 10 to 12) on the campus of Flinders University was established to innovate in mathematics and science education. Learning activities are interdisciplinary, personalized, authentic and inquiry-based, linking science and mathematics to other areas of study and to real world issues. The school has ICT-rich open flexible learning spaces for groups of different sizes, collaborative relationships between teachers and students, and mixed-age tutor groups and support systems. The students work with an individual learning plan and an electronic portfolio. Students and parents can access a virtual learning environment that students use for group work and to consult plans and materials. The teachers work in teams, and there are extensive activities for professional development and cooperation. The school conducts action-based research to improve its educational practice, and professional learning activities to share knowledge and materials with other practitioners. University collaborations exist with scientists being involved as visiting lecturers and with some students and ASMS teachers undertaking university studies in relevant areas.

Main Focus of Innovation: LEARNERS, TEACHERS, CONTENT, RESOURCES, ORGANISATION

Other keywords: blended/non-formal, learning space, technology-rich

Alberton Primary School

Learners in the Alberton School are highly engaged in their own learning process. The socio-economic difficulties some of the learners face have been transformed in this learning environment into a learning opportunity. Respect of diversity and endurance are two social outcomes that have helped to change the learning process. A series of innovations includes personalized learning plans, team teaching, and multi-age groupings. Students are encouraged to actively reflect on their own learning and to be as independent as possible, though teacher support is always available for those who need it. The "Discovery" program encourages learners to develop creativity, inquiry and problem-solving skills as well as to work in collaboration with other learners, encouraging important components of the learning process.

Main focus of innovation: LEARNERS, TEACHERS, CONTENT, ORGANISATION

Other keywords: equity

Open Access College Middle Years program

This school aims to provide those who are not able to attend regular schooling with the opportunity to continue their education in the Open Access College. This innovative distance education alternative features mixed-aged grouping, effective use of ICT, and collaborative and individualized learning. All learning within the program is personally tailored to meet the diverse needs of individual students. Individual learning plans are developed for all students, and ongoing contact occurs between teachers and individual students, interdisciplinary themes are developed based on student interests and resources are accessible for each student online to access in their own time. There is evidence that student engagement and wellbeing have increased. Both quantitative and qualitative data reveal improved student engagement and attendance.*Main focus of innovation:* LEARNERS, RESOURCES, ORGANISATION

Other keywords: equity, technology-rich

Mypolonga Primary School

This primary school (students aged 5 to 13) has created a school enterprise context in which students benefit from community partnerships, interdisciplinary learning, authentic assessment, and multi-age student groups. The most prominent feature of the school is a student-organised shop, in which the children sell self-made products and commissioned products from the local community to visitors and tourists on one day per week. The shop also enables students to practice the drafting of business plans, work in accounting etc. The school also has a school-wide program to build early literacy skills, including playgroups for parents with young (pre-school and school) children, and a reading competition in which students earn points for time spent reading. There is an extensive assessment system, in which students can earn several badges for excellent assessments, with the final badge allowing them to assess the performance of other students. Students are involved in the school governing council and its committees and via the committees even in the planning of community projects.

Main focus of innovation: CONTENT, RESOURCES, ORGANISATION, (LEARNERS?)

Other keywords: blended/non-formal, equity

Learning Together Murray Bridge

This is an innovative program within which the traditional roles of families, teachers and students are reconstructed in relation to children and their learning. The social landscape is one of significant inequity. The program is unique in that it focuses on both children and adults, and often in combination. Parents/carers (as young as 14 years of age) and their young children are brought together to learn within the same space simultaneously. Teachers act as learning facilitators, providing for the individual needs of program participants. Curriculum is crafted around involving parents in their children's learning. Adult (parent) learning is interest-driven, relevant to both their own and their children's development. Furthermore, the curriculum is aligned with the formal state-based senior secondary curriculum to enable parents to complete their secondary schooling certificate. This non-traditional approach to learning builds up learners' confidence and resilience and makes learning a more relevant and holistic experience.

Main focus of innovation: LEARNERS, TEACHERS, ORGANISATION

Other keywords: equity

Bridgewater Primary School

In this primary school, students aged 5 to 12 participate in the design of curriculum, pedagogy, and assessment by means of personal learning plans that the students set up in negotiation with teachers, and structured by a booklet for the planning of activities. Multi-age student groups are flexibly formed according to individual support needs, students are encouraged to move between groups, and they can sign up or be invited to attend short focus sessions of a small group of learners with a teacher. The school employs an artist and two specialist teachers who take care of art and craft workshops and the student-run school garden and kitchen, and support students with special needs. Many volunteers are involved in the school, contributing to enrichment topics with optional attendance, and students can also organize sessions for other students. Each student has a mentor, with whom they meet regularly to monitor and reflect on their learning. Assessments involve an evaluation meeting, where students are often encouraged to self-assess their work.

Main focus of innovation: CONTENT, RESOURCES, ORGANISATION, TEACHERS

Other keywords: alternative philosophy, blended/non-formal, equity

Academy of Middle Schooling

This Year 8 program aims to help learners to develop 21st century learning skills such as risk taking and resilience. The program actively encourages learners to discover their preferred learning style and exposes them to unfamiliar styles, such as: working on an interdisciplinary task in a flexible group, responsible use of ICT, independent learning, deep inquiry, etc. Students work on personalized learning programs and receive orientation from mentors and teacher engagers. The figure of the traditional teacher has disappeared from this plan, although the option of traditional learning is still open for those learners slower to adapt to the innovation.

Main focus of innovation: TEACHERS, CONTENT, ORGANISATION

Other keywords: technology-rich

AUSTRIA

BRG & WRG 8, Felgasse

An inner city school with high social and cultural diversity attended by students aged 10 to 18 years. The school has several innovative projects including a reading training for non-native speakers of German, voluntary afternoon classes focussing at cognitive and social competencies, classes taught in English (a foreign language for the students), peer training, a virtual learning environment in which teachers and students communicate and work, and an alternative grading system that is used in addition to state regulated grading and requires students to work with a list of learning objectives that they meet by means of portfolios, exams, project work, etc. Students have a reading pass in which they keep track of books that they read, and prizes are awarded at the end of the year to the most ambitious readers. Students work independently, but within limits set by the teachers.

Main focus of Innovation: LEARNERS, TEACHERS, CONTENT, RESOURCES, ORGANISATION
Other keywords: equity, technology-rich

Hauptschule HIMBERG

This compulsory school (general secondary level with students aged 10-14) features team teaching, interdisciplinary learning, targeted remedial and support measures, student responsibility (e.g., older students assist younger students with studying), close contacts with parents and graduates to get feedback on the value of the acquired skills, vocational orientation and personal counselling for parents and students. There is a compulsory unit dedicated to enabling students to develop social skills, find out how they perceive themselves and are perceived by others, learn how to work in a group, and manage conflicts.

Main focus of Innovation: TEACHERS, CONTENT, RESOURCES, ORGANISATION

Integrative Lernwerkstatt Wien Brigittenau

This primary school with students aged 6-14 has a reform pedagogy focus and mixed-age classes including children with disabilities. The full-day school offers various compulsory and optional courses to its students, who are taught in flexible groupings that can be mixed or streamed in age and ability. Students document their work in presentations and portfolios to parents and teachers, who facilitate the learning process but leave students autonomous in defined limits. Class councils, peer mediation and other structures are used to develop students' social and emotional awareness. Emphasis is placed on teacher teams planning and reflecting together with regular supervision.

Main focus of Innovation: LEARNERS, CONTENT, ORGANISATION

Other keywords: equity

Lerngemeinschaft (Mixed Age Learning Community) Wien 15

The Lerngemeinschaft Wien has students of different skill levels (aged 5 to 15) and deliberately avoids early segregation of students into different school types. Students are taught in mixed-age classes with a reform pedagogy focus. Classes include children with disabilities, and teachers come from primary, general, academic secondary and special schools. Children who need more time can spend more school years in individual core classes, while gifted students can take a "fast track". The school follows different curricula in addition to school-specific "activities to be happy", like rituals (e.g., class council, reflection meetings), creative training, the teaching of learning techniques and communication rules. Learning is highly differentiated and individualized, and organized in work schedules per week, which include regular feedback sessions with the teachers.

Main focus of Innovation: LEARNERS, CONTENT, ORGANISATION

Other keywords: alternative philosophy, equity

Goethe-Gymnasium, Vienna

This academic secondary school uses different self-developed forms of assessment to document student progress and to monitor educational quality, including cooperation with a school in St. Petersburg for external evaluation, (repeated) screenings of the students' reading skills, repeated questionnaires for first-year students to document their transfer from primary to secondary school, and surveys for graduates. The school also employs various multi-media and IT resources for e-learning, as it participates in a nation-wide project to pilot possibilities of e-learning in schools (the "eLSA" project), including extensive teacher training for ICT use, laptops for all students, and online learning platforms for communication. Other innovative features of this school are a personal training diary for sports education, interdisciplinary approaches in science teaching, and a business English course.

Main Focus of Innovation: TEACHERS, CONTENT, RESOURCES, ORGANISATION
Other Keywords: technology-rich

GTVS Europaschule, Vienna

It is a school with high levels of poverty and migrant populations. There is a very strong focus on languages, with English as a standard foreign language from year 1 and Italian also as a first modern foreign language. There is an integrative approach to native language teaching in Bosnian, Croatian, Serbian and Turkish. There is a heavy reliance on project teaching, closely involving the learners in planning via class and school councils. 'Alternative' approaches such as Freinet, Montessori, and Jena Plan are used but not exclusively. It has partner schools in the Netherlands, Italy, Slovakia, and France, and is looking to develop another in Turkey. Students from the Vienna College of Teacher Education also mentor one child each in an informal setting to address special social needs. There is a 'cultural café' where especially migrant parents and teachers can meet once a month outside school to form networks of different cultural groups, and there are also 'Mum learns German' courses for migrant mothers.

Main Focus of Innovation: LEARNERS, TEACHERS, CONTENT, RESOURCES, ORGANISATION

Other Keywords: alternative philosophy, equity

School and Work College of the "Living Together" Association, Vienna

A private comprehensive school (student age 10 to 18) that follows the official Austrian curriculum but uses reform pedagogies from diverse influences (Neill, Montessori, Wild, and Freinet), and with additional emphasis on students' development of social skills, self-confidence, and critical thinking. Several forms of democratic assemblies with students and/or teachers and parents exist. Students are taught in small groups (< 12 students) guided by interests or ability, and one-on-one teaching if needed (e.g., dyslexia coaching). Timetables are student-made with teacher guidance, and are sometimes interrupted by interdisciplinary projects. There are weekly gender-separated project groups. Parents must work in the school for some time every year (e.g., maintenance, kitchen, etc.). All students receive extensive individual written feedback from every teacher at the end of the school year, and in return write feedback for all teachers. In general, student work is not graded, but students receive a traditional report upon graduation. Efforts are made to ease transition into conventional higher-level schools. Early-morning care is available from 7am to cater the needs of working parents.

Main Focus of Innovation: LEARNERS, TEACHERS, CONTENT, ORGANISATION

Other Keywords: alternative philosophy

Hauptschule St. Marein bei Graz

Students (aged 10-14) at this lower secondary school are taught in mixed-age integrative classes, including some disabled students. Instead of streaming students in ability groups, teacher teams apply within-class differentiation, alternating between basic instruction of the whole class and add-on content for motivated students or extra support for less motivated students. The organisation of the school day has been changed such that each day starts with three units in native language (German), mathematics, and English, followed by three units for interdisciplinary projects. The lessons are shorter than Austrian standard, so that each day some extra time can be devoted to student coaching and individual student work based on a weekly work schedule that replaces standard homework activities. Learning activities also include remedial teaching, reading and writing training, outdoor teaching, station plan work, and the use of "strength portfolios" to support personality and aptitude development.

Main Focus of Innovation: LEARNERS, TEACHERS, ORGANISATION

Other Keywords: equity

Volksschule 23 Klagenfurt-Wolfnitz

This primary school for children aged 6 to 11 aims at individualized and differentiated teaching in mathematics and German in order to actively counteract dyscalculia and to provide efficient support strategies to children with dyslexia as early as possible. The school develops and applies interdisciplinary curricula, with mathematics as the starting point. Learners work independently on pre-planned units, in line with learning schedules applicable for longer periods of time (6-8 weeks), and the teachers function as coaches, using different methods including Montessori pedagogy. The school is involved in pilot projects on action-oriented learning in science as part of a federal program aiming at improvements in mathematics and science instruction.

Main Focus of Innovation: CONTENT, ORGANISATION

Other Keywords: alternative philosophy

BRG/BORG Landeck

This academic secondary school (students aged 10-18) participates in several projects to pilot ICT use in the classroom. The school uses electronic portfolios and a learning platform for open learning, which provides students with training materials to work at home, and allows communication and coordination during cross-curricular and inter-institutional projects. Students regularly participate in a variety of contests. Extra-curricular activities include the production of short films and cartoons in the school's own studio.

Main Focus of Innovation: RESOURCES, CONTENT, ORGANISATION

Other Keywords: technology-rich

Europaeische Volksschule Dr. Leopold Zechner, Vienna *(Inventory case)*

This primary school (students aged 6-10) has a special program to work with students from multi-ethnic/ migration backgrounds, fostering their German (national language) proficiency and using the linguistic diversity of its students in language and culture workshops for all students. Parents and community members are involved in the classes, for example, non-native speaking student mothers participate in German courses, learning with and from their children, and daily English lessons are supported by a native speaker teaming with the form teacher. English is used as language of instruction in subjects like sports and arts. In addition to the emphasis on language learning, there is a focus on elements of progressive pedagogy, with students working independently, in flexible groupings with week plans. The school uses a European studies curriculum that was developed in cooperation with colleagues from other countries. A school development team of teachers works on new ideas and evaluates current practice.

Main focus of Innovation: CONTENT, RESOURCES, ORGANISATION

Other keywords: equity

International Business College, Hetzendorf

This business school for students aged 14 to 18 (different educational backgrounds, 60% migration background) uses reform pedagogy (Klippert tradition), and different forms of self-driven student learning with an emphasis on social interactions. Groups of students either explore meaningful questions in single lessons or over the course of a whole week, or they work in small groups on structured activities, each being accountable for their own contribution. The physical environment for open learning includes a "business centre" with meeting desks, pin walls, PCs, etc.

Main Focus of Innovation: CONTENT, ORGANISATION

Other keywords: alternative philosophy, learning space

Hohere Lehranstalt fur wirtschaftliche Berufe des Zisterzienserstiftes Zwettl, Yspertal

This Catholic boarding school is a secondary school for children from grade 9 to 13 that has a special focus on sustainability management, aiming to educate students to become specialist networkers, analysts and project managers who solve ecological, economic, and social problems in companies and organisations. There is a strong emphasis on practical experiences in projects with practical relevance, like the management of practice firms that operate on the real market, manufacturing furniture for the school, etc. There are four weeks of project instruction per year during which students engage in self-determined, open learning in teams. Students can acquire additional qualifications in cooperation with external institutions.

Main Focus of Innovation: CONTENT, RESOURCES

Lernwerkstatt im Wasserschloss Pottenbrunn

A private Montessori school with public-law status for students aged 6 to 16, offering integrative teaching of children with disabilities and children with behavioural problems. Learning is self-organised and the students freely select activities, supported by teachers who have a reform pedagogical education. The learning environment is structured into different areas of experience, between which the students move freely (e.g., kitchen, workshop, handicraft, music, etc.). Activities of the individual students are recorded daily and summarized in an annual development report. Parents pay tuition and contribute 80 hours of voluntary work to the school every year. There are regular exchanges between parents and teachers.

Main focus of Innovation: LEARNERS, TEACHERS, CONTENT, ORGANISATION

Other keywords: alternative philosophy, equity

Adalbert Stifter Praxisschule, PH Linz

This private secondary comprehensive school is a practice school in which innovative forms of learning are developed in cooperation with a university college of teacher education. It features student-centred open learning environments, variable mixed-ability groups and internal differentiation, team teaching, a special focus on "social learning", peer mediation projects, a project to develop ICT teaching, and alternative forms of assessment (oral examinations, extra report at the end of the year). Pedagogy is based on principles by Adalbert Stifter, with the objective to support the students' personality development, enabling them to contribute individual strengths in the classroom, cope with failures and understand that learning is work-intensive but rewarding.

Main Focus of Innovation: LEARNERS, TEACHERS, CONTENT, ORGANISATION
Other keywords: alternative philosophy

BG BRG Leibnitz

This secondary academic school has a program (for students aged 14 and 16 to 18), in which constructivist methods for learning through discovery are applied to science teaching. Learning activities are interdisciplinary, project-based, and oriented towards exploration and practical hands-on experiences in lab experiments. The learners share responsibility for the learning process with their teachers, and mostly work in pairs. Assessments are based on individual progress, team work, learning strategies and presentation techniques. Teachers work in teams to develop topics and adapt them to the learners' age. The objective is to maintain the students' natural curiosity, while helping them develop an integrated, interdisciplinary understanding of science.

Main Focus of Innovation: TEACHERS, CONTENT, ORGANISATION

Europaschule, Linz *(Inventory case)*

This secondary school is a pilot school affiliated with a university college of teacher education, and functions both as a centre for practical in-school training of teacher-students and as a school with the objective to offer (and empirically investigate) ideal learning conditions. The school has an emphasis on language learning and international contacts, but students can also choose a science, artistic or media focus. Students learn in flexible heterogeneous groupings, some of which are integrative. Teaching activities aim at ability differentiation and include open teaching during which students work with weekly work schedules. Individual feedback on performance and student behaviour is given in the form of portfolios which include teacher reports and student self-assessments. Based on the feedback, students can prepare a remedial instruction and resources plan with the objective that learning becomes self-managed and intrinsically motivated.

Main Focus of Innovation: TEACHERS, CONTENT, ORGANISATION

Educating Multilingual Language Users, Rankweil

This vocational college for students aged 14 to 19 has a special focus on language learning and aims to expose its students to positive multilingual and multicultural situations. The program includes a mandatory 12-week work-placement, which most students complete abroad, and students contribute to international events (sport events, fairs, etc.). Some classes are taught in English, and students can take voluntary additional conversation classes and a "multilingual" seminar that focuses at metalinguistic awareness and offers practice in switching between languages. The school aims to extend its use of team teaching.

Main Focus of Innovation: CONTENT, RESOURCES, ORGANISATION

Other keywords: blended/non-formal

Dalton up-to-date, Vienna

This secondary school (grades 5 – 8) uses reform pedagogic principles of Daltonplan. Students learn in heterogeneous groups that include children with special needs. The objectives of teaching are that students are active and self-directed in learning and take responsibility for their progress, and that students improve their social skills and time management. Instructional methods include open houses. Performance assessments are based on portfolios and interviews in addition to standard tests. Teachers act as coaches in class, and meet regularly in teams to discuss practice. A monthly council with class representatives evaluates the practice at school.

Main Focus of Innovation: LEARNERS, TEACHERS, CONTENT, ORGANISATION

Other Keywords: alternative philosophy, equity

Hauptschule 1 Schärding

This general secondary school (students aged 10 – 14) has separate tracks with a focus on music education and new media, health and social issues. Teaching methods include action-based project-oriented work, health-promotion activities, inquiry-based learning in research projects, interdisciplinary science courses, and the use of an e-learning platform where students can access additional practice materials, work independently or cooperate in groups. Teachers act as coaches that support student learning and work with coordinated annual syllabi for the different subjects.

Main Focus of Innovation: CONTENT, ORGANISATION

Kirchberg Primary School

This primary school with a large population of children with special needs is oriented towards principles of Freinet education, which emphasize children's expression of their views, and responsiveness to students' questions and needs. The school aims to foster student maturity, independence, and self-reliance, as well as constructive and nonviolent conflict resolutions. The children have an active say in the classroom and in performance assessments; there is a classroom student council and a student parliament. Learning activities include individual work, project work, cross-class learning, and joint instruction. Performance is measured with portfolios, which require an ongoing dialogue between teachers and students and involve appraisal interviews at the end of each semester.

Main Focus of Innovation: LEARNERS, ORGANISATION

Additional Keywords: alternative philosophy, equity

CANADA (ALBERTA)

Community Learning Campus, Olds *(Inventory case)*

The Community Learning Campus (CLC) is an innovative approach to high school, post-secondary and community education, sharing resources and working jointly with a variety of community groups and agencies. It focuses on providing an active, constructive, and holistic educational environment that brings together high school and post-secondary education in one place (which may be virtual), seeking to create a seamless transition for students wishing to enter the workforce, apprenticeship, college, or university. The CLC is both a virtual and a physical learning space in four multi-use facilities: 1) core high school; 2) fine arts and multi-media centre; 3) health and wellness centre; and 4) the Bell eLearning Centre. Delivery is either seminar-based or class-based, both of which are constructivist and organized around project work. Programmes are organized around four pillars – personal, knowledge, community, and global – and navigation relies on the CLC Learner Map, which is both a framework for individual learner pathway decisions and a graphic enabling community access.

Main Focus of Innovation: LEARNERS, TEACHERS, CONTENT, RESOURCES, ORGANISATION

Other Keywords: blended/non-formal, technology-rich

CANADA (BRITISH COLUMBIA)

Elementary Connected Classrooms

This is a pilot project in which three mixed-age classrooms (years 4 to 7) from three elementary schools participate in videoconferencing, online collaborative work, online literature circles, and exchange of student-created multimedia content. Because of its success in dissolving geographical boundaries and meeting the needs of declining enrolment and rural isolation, the project will be expanded to other classes and schools shortly. Weekly videoconferences of the three classes are delivered by teachers who have a focus area based on their expertise and interest and also manage a complimenting online forum. The

conferences are collaborative, with students interacting through verbal questions, sharing smart board work, and communicating in online forums, chat rooms, and by sending messages to each other and their teachers. Each year, there are face-to-face gatherings of all students in each participating school. The project is introduced in a family night with a live videoconference of all schools, and ends with a celebration session with similar set-up. Parents can access the online platform to get an idea of the students' work.

Main focus of innovation: RESOURCES, ORGANISATION, CONTENT

Other keywords: blended/non-formal, technology-rich

Saturna Ecological Education Centre and Middle Years Shared Ecological Education Centre, Gulf Islands School District.

The learning in this remote community is focused strongly on *how* students learn, albeit aimed at a deep appreciation of other generations and of the natural environment. The environment is the main learning resource and the ecological lens runs through all the learning programmes. The centres also host students from other parts of the province with the host students acting as 'environmentors'. Among the senior (grades 11-12) students one of the five programmes is 'Teaching and Learning', covering theories and practices of teaching and learning and employing this with younger students as mentors. The Independent Directed Studies course sees each student working in a mentorship relationship with an adult in the community. Among the middle-years learners, about half the time is spent outside the school building working on personally-designed small group projects. Students experience a great deal of inter-dependent, intergenerational learning, and this is supported by 'Connecting Generations' – a database and system which allows young people and older members of the community to connect up for focused 'cognitive apprenticeship' opportunities, as well as more general learning from each other.

Main Focus of Innovation: LEARNERS, TEACHERS, CONTENT, RESOURCES, ORGANISATION

Other keywords: alternative philosophy, blended/non-formal, equity

Community of Learners Network, Nanaimo Ladysmith

This is a 'mini-network' within the larger Network of Performance Based Schools in BC. It involves intensive collaboration on applying inquiry methods. Despite operating in the traditional structures, the teaching/learning interface is markedly different from traditional modes of schooling. The curriculum and schedule are built around large-scale inquiries that blur traditional school subjects and schedules. Formative assessment and metacognition are integral to the learning, as is collaboration through the 'Circle Discussion' approach which is also a core element: circle discussions are referred to as Literature circles, Information Circles and Numeracy Circles, and generally comprise 4-8 students. Aboriginal place and culture are fundamental and Aboriginal and non-Aboriginal students are taught to respect traditional values. Community members with expertise are regularly invited into classrooms, and community and local resources viewed as an integral part of the learning environment. From beginning with three teachers, now there are eight learning environments that fully integrate the core approaches.

Main Focus of Innovation: LEARNERS, TEACHERS, CONTENT, RESOURCES, ORGANISATION

Other keywords: equity

Learners as Enquirers, Glenview Elementary School

The school serves an Aboriginal Reserve community and there are approximately 220 student learners (aged 4 to 13) and 25 adult learners. Most of the teachers are involved both in teaching/facilitating learning at the school and in other schools in the District or Province, and in both the Healthy Schools Network and the Network of Performance Based Schools. University students 'visit en masse' through their assessment course and many continue to be involved afterwards. Common inquiries and projects are shared with two other schools often around Aboriginal understandings, with the learners using blogs and Skype. At the end of each enquiry unit, learning is shared in a common gathering and celebration. Learners tend to work in groups and rarely work by themselves unless they choose to do so. Cross-grade coaching and peer coaching are emphasized. There are two large classrooms for multi-grade classes (across 3-4 grades) and team teaching, and the rest is organized in two-grade classrooms. The learning environment includes the outdoors and the community as well as the local Reserve. The Aboriginal students go to a learning centre on Reserve each day after school to consult with tutors and childcare workers. Community elders and parents are regularly invited into the school and classroom as coaches and tutors.

Main Focus of Innovation: LEARNERS, TEACHERS, CONTENT, RESOURCES, ORGANISATION

Other keywords: equity, technology-rich

CHILE

Instituto Agricola Pascual Baburizza, Los Andes *(Inventory Case)*
An agricultural VET school primarily comprising students from rural areas and disadvantaged economic backgrounds. It aims to provide learners with a cross-disciplinary balance of general education subjects (math, languages, science) with agricultural subjects (horticulture, watering and cattle management), as well as hands-on work on sustainable agricultural practices. A strong emphasis is also placed on learning 'soft skills' such as sense of command, initiative and honesty. Learning is facilitated by teachers who also act as personalized mentors by providing guidance and support for groups of ten students. National evaluations reveal that language and mathematics scores have steadily improved, and improvements have been observed in graduation rates as well.

Main Focus of Innovation: CONTENT, RESOURCES, ORGANISATION

Other Keywords: equity

Escuela Celestin Freinet

A school aimed at students from disadvantaged backgrounds with special needs, the Escuela Celestin Freinet employs the Freinet pedagogy and horizontal teams to provide educational support to all students. The Freinet pedagogy is focused on the possibilities and needs of the child, introducing a natural method to learn in school in the same way you can learn in life. As such, there is an emphasis on inquiry-based learning. Learning is facilitated by interdisciplinary specialists, including psychologists and a speech therapist. Parental involvement is also common, and parental class attendance and the supportive and classroom climate are thought to contribute to enhancing learning. Teaching and learning are a team effort, with periodic evaluations with standardized tests and daily breaks for silent reading and enjoyment of classical music.

Main Focus of Innovation: LEARNERS, CONTENT, RESOURCES, ORGANISATION

Other Keywords: alternative philosophy, equity

Colegio Cardenal de Cracovia, Santiago *(Inventory case)*

This state-subsidized private school is organised around the topic of a "state-school": Classes represent communities that have an administration and departments, there is a school constitution regulating behavioural rules, a (symbolic) ministry of justice, a court, elections for student presidents, a school bank and a school currency that can be exchanged for rewards, as incentive for students. The school caters for children from kindergarten to 8th grade of elementary school. It is located in a very poor area with high rates of unemployment and drug problems. The innovation was initiated by the headmaster, in order to create an environment of strong and caring relationships and to help all students discover their own potential.

Main Focus of Innovation: LEARNERS, RESOURCES, ORGANISATION

Other Keywords: alternative philosophy, equity

CZECH REPUBLIC

Zakladni skola a materska skola ANGEL

This school, covering pre-primary through lower secondary education, considers itself an "open community" school. The school actively encourages partnership between teachers and students and supports many parent activities—redefining the roles of 'teacher' and 'learner'. While the curriculum features a broad range of general education and competency development, the strong focus on language instruction, including bilingual education and 2nd and 3rd language instruction, is a particularly innovative component. Learning is inquiry-based, and motivation to learn and socio-emotional progress are actively encouraged and monitored. A key feature of the school is the integration (whenever possible) of students with special needs – including those with chronic health problems and/or physical handicap, socially disadvantaged students, and exceptionally gifted students.

Main focus of innovation: LEARNERS, TEACHERS, CONTENT

Other Keywords: equity

Fakulni sakladni skola profesora Otakara Chlupa

This school caters for students aged 6 to 15 (grades 1 to 9). The school's self-formulated objectives are to match the individual children's needs, to support students' inner motivation to learn, and to develop positive personality traits in students. Regular staff meetings (including weekend sessions) are conducted to ensure that all teachers share a concept of quality teaching and have a common vocabulary. Instruction methods are based on exploration and problem solving, including project blocks for older students at least several times a year. The school day is organised into standard lessons, but the teachers can adjust the length of the lessons if learning units require more or less time. Students form their learning process in different ways: They can regularly choose the activity and difficulty level they want to engage in; they create their own rules in the classroom and have a school parliament; and they are involved in the assessment process by means of self-evaluations. The students also publish a school magazine. Although the school uses standard grading, the emphasis is on reflections on positive results and individual progress. The students' development throughout their time at school is documented in a portfolio. Parents are involved in the school during consultation hours, are invited to take part in instruction, and brought into contact with each other during family afternoons, campfires, weekend trips, etc.

Main focus of innovation: ORGANISATION

Gymnasium "Prirodni skola", Praha 9 (City of Prague, Czech Republic)

This (state-subsidized private) school for students aged 12 to 20, is specialized in science; students need to pass an entrance exam before inscribing. The objective of the school is to allow children to work independently under the provision of relevant short-term feedback on their decisions. The curriculum of most subjects is divided into study requirements that students must meet within three-month periods by delivering different proofs of knowledge (e.g., presentations, portfolios). Students can direct their course of education both by deciding *when* to fulfil given requirements, and by choosing among different requirements in some subjects. In addition to traditional classroom training, students learn in cross-curricular research projects, both on "project-Wednesday" and during school tours (in total ca. six weeks per school year during which students and teachers live together). Students' social development is fostered through work of a student advisory board, a system of patrons (older students helping younger students), and peer teaching.

Main Focus of Innovation: CONTENT, ORGANISATION

Zakladni skola, Praha 2

This elementary school for students aged 6 to 15 years uses team-teaching in heterogeneous groups. Emphasis is placed on interactions between students and peer education to foster the students' social development. Students can participate in the planning of learning activities and have a say in the choice of subjects, both in classroom and via a school parliament. Four times a year, students receive formative verbal evaluation reports. They also regularly write self-evaluations, which are bundled in a portfolio. The school is open for ideas and feedback, for this purpose, the school collects and evaluates empirical data and there are frequent staff meetings, teachers' portfolios, etc. The school is open for visitors at all time.

Main Focus of Innovation: TEACHERS, ORGANISATION

Zakladni skola Chrudim

This elementary school has a diverse student body (aged 6 to 15) with more than 10% children with physical handicaps, who are taught in integrated classes. The school uses a self-designed curriculum which was developed and refined over several years by the staff in consultation with parents and students. Its purpose is to maintain the students' motivation by making content meaningful and placing it in a relevant context, giving students the opportunity to affect the learning process (e.g., by taking part in choice and time planning of homework), and by many cooperative activities in groups of learners. The students' performance is monitored in weekly reports, and assessments involve self-evaluation and peer evaluation based on criteria that were pre-determined by students and teachers together. Furthermore, the school offers a wide range of seminars on social-emotional development, in order to build positive relations between teachers and students and to practice communicative and social skills. There is also a project on health promotion. During the school breaks, the students can use facilities of the school to do sports in the gyms or work in the computer laboratory. There are individual consultations for gifted students.

Main focus of innovation: ORGANISATION, CONTENT, LEARNERS

Other keywords: equity

DENMARK

Pedagogical Platform, Arhus *(Inventory case)*

The underpinning objective of this ILE is to promote four integrated 'life competences' in the learners: competences of knowledge, of self-assessment, of conduct, and of 'being'. All learners are assigned to two large groups – one for those aged 6-9 years and one for those aged 10-13 years – and smaller groups (the 'home groups') of about 12 learners each, with teaching and learning alternating between the larger and smaller groups. Soon 14-15 year-olds will be included. Each learner has a plan for interpersonal and educational development ('the child's storyline') with individual meetings between each learner and a teacher each two months to review progress according to the plan. Portfolios are an essential feature – all learners work with three different portfolios: the working portfolio, the selection portfolio (more formal and focused), and the presentational portfolio (2-3 products from each subject). The school design is as a triangle, representing the three age groups, the three specialized subject fields – culture and communication, science, and music and aesthetics - and this new complex also houses, as well as the school, a community centre and parish centre.

Main Focus of Innovation: LEARNERS, CONTENT, RESOURCES, ORGANISATION

FINLAND

From Buildings to Cities, "birdwatching towers", Tampere

This teaching model involves architecturally oriented learning, in order to strengthen the participation of city residents in city development and to improve the recognition of urban cultural heritage. Students (majority in grade 4 to 7) are encouraged to explore and describe buildings in their environment. Seven specific observation points have been prepared to make it easier for teachers to integrate buildings in the school work. Information about specific buildings is available for these observation points. Characteristics of the buildings are used in classroom exercises and discussions, for example in history or maths (historical function of buildings, calculation of surface, etc.). The students can enter their observations in a central online database with learning community, which connects several schools.

Main focus of Innovation: CONTENT, RESOURCES, ORGANISATION

Other keywords: blended, learning space, technology-rich

Encounters, Hospital School, Espoo

This hospital school for students aged 6 to 16, is engaged in the so-called Encounters programme, which has the aim to let students take part in investigating and developing their learning environments in cooperation with stake holders, authorities, and scientists from the community. The purpose is to support education for sustainable development in cultural, social, ecological and economical areas. Implementations of innovations in this school are research-based.

Main Focus of Innovation: LEARNERS, TEACHERS, CONTENT, RESOURCES, ORGANISATION

Culture Path programme, Kuopio *(Inventory case)*

The Culture Path Programme is targeted at students aged 7-16. It aims at enhancing the social, emotional, and physical well-being of the children through culture and art, by ensuring that every student has access to the city's cultural services. This is realized with practical tools for teachers to implement goal-oriented cultural education, and by strengthening the cooperation between schools and cultural institutions, supporting the development of schools as cultural communities. The programme is divided into nine "paths" related to art, libraries, theatre etc, which are designed for the needs and curriculum objectives of a particular grade level, within and across different subjects. As part of the paths, students visit at least one local cultural institution outside the school environment every year. After eight years on the Culture Path, 9th graders can use the city's cultural services for free with a K9-card. Research-based evaluations of the programme focus at learning of both individual students and teachers.

Main focus of Innovation: TEACHERS, CONTENT, RESOURCES, ORGANISATION

Encounters (Kohtaamisia), Sorrila School, Valkeakoski

This school with students from pre-school to grade 6 (age 6-13) has a focus on socio-cultural as well as economic and ecological sustainability. It is involved in the "Encounters" programme (see FIN.003). Teachers make use of various learner-centred methods in interdisciplinary projects, and the school cooperates with community members, with whom students communicate also via ICT (Skype, email etc). There is a "common living room" with sofas, where a screen and DVD player can be used for learning activities. A school council enhances student participation and commitment and ensures that students' opinions can be taken into account. Innovations are focused on the needs of the people at the school, making use of the staff's experiences and knowledge, encouraging them to take the responsibility for new initiatives.

Main Focus of Innovation: LEARNERS, TEACHERS, CONTENT, RESOURCES, ORGANISATION

Other keywords: non-formal/blended

The Fiskars model, Elementary School, Fiskars *(Inventory case)*

The definition of the learning environment in the Fiskars Model encompasses the whole village community in which the small primary school is situated (students aged 6 to 12). Artists and handicrafts from the village give workshops for the students on diverse topics, for example, woodworks, fine arts, or glass blowing. Main pedagogical methods are learning-by-doing and active learning in authentic "real life" contexts. The local museum also organises workshops on historical periods, during which the children dress according to the covered period to feel as if they are "travelling" in time, and students contribute to local cultural activities, like theatre productions or exhibitions. Positive effects of the collaboration between school and village are that community members are aware of the whereabouts of the children, that generations are connected, and that the students learn about the historical and cultural heritage of the village. The school is developing a guide book that can be used by other schools.

Main focus of Innovation: TEACHERS, CONTENT, RESOURCES, ORGANISATION

Other keywords: learning space, non-formal/blended

From Special Education Classes Towards Inclusion, Keskuskoulu School, Lieska

This project involves a model how to better implement inclusive education of children with special needs (aged 3-15) in regular schools by means of sensory, motor and cognitive exercises that enable the students to calm down and concentrate better, and improve students' self-confidence and monitoring of their own behaviour. Exercises are coordinated by teaching assistants before or during the regular lessons. Schools use a national curriculum, and individualized curricula tailored to the needs of the students with special needs.

Main focus of Innovation: LEARNERS, TEACHERS, CONTENT, RESOURCES, ORGANISATION

Other keywords: equity

Narrative learning in play environments (Silmu), University of Oulu

The research laboratory of play is part of a university research centre for developmental teaching. It has three functions: First, to conduct experimental research on children's play, second, to educate teacher students, and third, as a creative play club for families with children (mostly aged 3 to 6). The aim of the project is to foster creative, independent thinking and communication in the children through joint narrative play and creative drama methods. At the same time, teacher students learn about the most effective forms of adult participation in children's play and how different forms of play support child development. The activity centre is located in a small house on the university campus. A model has been developed that allows the application of practices in other clubs for families, with the potential to be beneficial for multicultural groups in which local and newly arriving families can learn about each other's culture.

Main focus of Innovation: LEARNERS, TEACHERS, CONTENT, RESOURCES, ORGANISATION
Other keywords: non-formal/blended

Narrative learning environments in play worlds, Kajaani University, Hyvinkaa

This project describes the use of narrative learning to develop motivation and personality, sense making, imagination and emotional involvement in children (aged 4 to 8). The method is applied in different mixed-age groups that can include preschool and school children and are accompanied by teams of classroom and kindergarten teachers. Play world and imaginative education are used to create "narrative imaginative environments" in the classroom or schoolyard. They are used in different variants for different age groups, and can be oriented on subject or personality development. Continuous plots can be used to connect different events and subject matters. There are several publications on this method.

Main focus of Innovation: LEARNERS, TEACHERS, CONTENT, RESOURCES, ORGANISATION

Liikkeelle! (On the Move!), Heureka, Finnish Science Centre *(Inventory case)*

"On the Move!" is an initiative to take secondary school students (age 13 to 19) and teachers out of the class-rooms to study and evaluate their local environment, for example, by mapping the area or by measuring air quality. The aim is authentic, collaborative and inquiry-based learning in the school neighbourhood, using modern technology and media in a pedagogically meaningful way. Students are stimulated to observe their environment in new ways, using many senses, and gain integrated and holistic knowledge in interdisciplinary projects. There is an internet platform that students and teachers use to share and discuss the project work. Students take an active role in setting goals, designing activities, and evaluating results.

Main focus of Innovation: LEARNERS, CONTENT, RESOURCES, ORGANISATION

Other keywords: blended/non-formal, learning space, technology-rich

Second Life – Virtual World, Organisation Salpaus Further Education

This secondary school (students aged 13 to 17), makes use of "Second Life", a virtual world that is accessible via internet, for students' entrepreneurship studies. After a preparation course, classes of students set up a working company in Second Life. This requires students to cooperate with their colleagues (departments of the classroom work on different services of the company), and to virtually interact with clients and real world company representatives who can give advice. During such contacts, students often use and practice English (as a foreign language). Learning is problem-based, requires active learning-by-doing and introduces the students to entrepreneurial work methods. Teachers receive a special training to use Second Life as instructional tool.

Main focus of Innovation: RESOURCES, ORGANISATION

Other keywords: blended/non-formal, learning space, technology-rich

New Innovators for the World, Social Learning Project, College of the Home Mission Society, Huvilakatu

This government-funded school of the Home Mission Society of the Church of Finland was established to support the social and mental welfare of students who need special support because they show maladjustments to the normal basic education, are rehabilitating of drug abuse, etc. Activities aim at improving motivation, reducing absenteeism and helping the learners finish their basic education, to improve their self-control and improve their possibilities to live a normal life. The learning is situated in a homelike environment (apartment with rooms and a kitchen). Students work in small groups, guided by a special teacher and a school assistant, and remedial teaching is available if needed. Workforms include classroom discussions, student-teacher interactions, private study and web courses. Teachers aim to increase the number of success experiences at school and to work on the learners' social skills. Assessment is used during the courses as a tool to guide and encourage students, helping them to form a realistic image of their development.

Main focus of Innovation: LEARNERS, RESOURCES

Other keywords: equity

"Model Vihti"- school garden, farm, forest and environmental art *(Inventory case)*

This model, which is used by different primary schools (most students aged 7-12) and some pre-schools, has the aim to foster sustainable attitudes and an understanding of processes involved in the production of food by means of nature-connected education. Activities involve working in the school garden (children plan the season, grow plants, gather yield, etc. and products are later used in everyday school life), school-farm collaborations during which pupils and teachers work on different tasks on local farms, and learning in nearby forests (e.g., about forestry, water systems, climate change, but also first aid, making a safe fire, etc). The school cooperates with parents and community experts like hunters or nature protectors. Positive outcomes of these projects are feelings of community between the school and its neighbourhood, and students deepening their knowledge with hands-on experiences.

Main focus of Innovation: TEACHERS, CONTENT, RESOURCES, ORGANISATION

Other keywords: blended/non-formal, learning space

Appimisympäristöjen kehittämishanke / Onnistuvaan oppimiseen Riihimäen lukiossa

This project aims at the development of innovative teaching methods for students aged 16 to 19, including small group teaching, peer guidance, and the use of individualized feedback. Factors that are investigated include the constitution of the groups (constant versus non-constant groups), and the level of guidance (feedback on personal or group level). There are 22 different sectors in the project. Some concrete examples are: strengthening the students' application of media skills, improving practices for guidance counselling, and broadening the students' world-view with studium generale, discussion clubs, a local culture-passport etc.

Main focus of Innovation: ORGANISATION

GERMANY (THURINGIA)

Stiftung Deutsche Landerziehungsheime Hermann-Lietz Schule Haubinda

A private full-day boarding school based on reform pedagogic principles by H. Lietz (in tradition of Landerziehungsheime), comprising primary school, secondary school, and technical college for students aged 6 – 20. The school follows official curricula, but in addition emphasizes practical, manual work and cooperative, social skills. Whereas the focus of primary school is on the acquisition of learning methods like individual project work and cooperative learning in mixed-age groups, the higher grades are more subject-oriented. Work forms include participation in scientific competitions, cooperation with local communities, and theatre performances. Communication among teachers is organized (e.g., in teacher groups) in order to encourage interdisciplinary cooperation and unified curricula. A school parliament including students decides on daily school life, and a school board including parents oversees school functioning.

Main Focus of Innovation: ORGANISATION, TEACHERS

Other keywords: alternative philosophy

ImPULS-Schule Schmiedefeld, State School *(Inventory case)*

This secondary modern school (123 students aged 10 to 16), was previously a state project school to investigate teaching and organisation in small secondary schools, in the philosophy of "Jenaplan" reform pedagogy. Its classes are mixed in terms of student abilities and, in part, student age. The school day is consciously structured to begin with an assembly of the whole learning group, and further includes blocks of time allocated to cross curricular work and to the planning of individual learning activities. There are exercise breaks, and the classes have lunch together. Students present their results in weekly sessions. The school uses tools like learning diaries and learning contracts, and supplements regular school certificates with individual report letters. The school's activities to prepare students for the choice of a profession (e.g.,

yearly practical projects in different companies from grade 7 to 9, portfolio work, etc.) have received several awards.

Main Focus of Innovation: LEARNERS, TEACHERS, CONTENT, RESOURCES, ORGANISATION

Other Keywords: alternative philosophy

Jenaplan-Schule, Jena *(Inventory case)*

This school includes kindergarden, primary school, and different levels of secondary education for students aged 3 to 19/20. Students with minor physical and/or learning difficulties are integrated in mixed aged classes. Teachers cooperate in teams, including team-teaching and peer-coaching among teachers. Students learn partly in cross-grade and partly in homogenous age groupings, in different work forms including open learning and interdisciplinary project work that are organised with individual week plans. The schedule is periodic with a focus on changing subjects every 3 to 4 weeks in areas like history or geography. School days and weeks are structured by recurring routines, like a morning assembly and an end-of-week meeting. Written reports are used to replace or supplement traditional grading, and emphasis is placed on students' peer- and self-assessment.

Main Focus of Innovation: LEARNERS, TEACHERS, RESOURCES, ORGANISATION

Other Keywords: alternative philosophy

Lobdeburgschule, Jena *(Inventory case)*

Students aged 6 to 17 years attend primary school and comprehensive secondary school at Lobdeburgschule. The first three grades of primary school are taught in mixed age groups to allow the flexible transition between grades, depending on students' abilities. A schedule for grades 5 to 13 organizes the school days into phases of autonomous completion of tasks and free creative work, interdisciplinary lessons and projects, professional lessons, and elective lessons in areas of special interest. Learning is self-directed and individualized, and there is differential support. Teachers collaborate in teams per grade.

Main Focus of Innovation: LEARNERS, ORGANISATION

Other Keywords: alternative philosophy

HONGKONG

Lok Sin Tong Leung Wong Wai Fong Memorial School *(Inventory case)*

This primary school (students aged 6 to 12), uses small class teaching, cooperative learning, promotion of self-learning skills, and "invitation education" (i.e., teaching practices based on respect, trust, optimism and intentionality). The school widely employs ICT facilities: Teachers, students and parents can share materials (e.g., with the "electric schoolbag"), there is a distance-learning classroom for joined projects with other schools, and a "smart classroom" equipped with electric whiteboards. The school has a garden and library that are both taken care of by student teams. Every classroom has a mini performing stage and a

reading corner; books are also spread all over the school to stimulate children to read there after school. The school offers reading programmes for children who arrive early in the morning at school, and intensive after-school tutoring and supervised homework sessions. Social activities include mixed-age "caring groups" who have one mentoring teacher and meet monthly, commendations for academic and social behaviour, and celebrations like birthday parties. The staff regularly attends seminars for professional development and engages in collaborative lesson planning, and peer lesson observation.

Main Focus of Innovation: CONTENT, RESOURCES, ORGANISATION

Other Keywords: technology-rich

HUNGARY

Deak Diak Primary School, Budapest *(Inventory case)*

This school has students aged 6 to 14 (an extension by three grades is planned) from a wide range of socio-cultural backgrounds, including students with special educational needs. Its objective is to offer a safe learning environment for children from all layers of society, and to help the children develop tolerance in heterogeneous learning groups. Different events, like a yearly campsite trip and various one-day school programmes are used to maintain a strong sense of school community. Most students stay in school for the whole day, with after-school activities in the afternoon. One innovative instructional method is a year-long scientific project that students conduct each year on a self-chosen topic, leading to a final written work. The school uses central topics to connect areas of the curriculum and is engaged in an ICT pilot project to make use of 1:1 pedagogical systems. There is an active cooperation between staff, parents, and former students. Teachers engage in collaborative learning and peer teaching.

Main Focus of Innovation: LEARNERS, CONTENT, RESOURCES, ORGANISATION

Other Keywords: equity

Alternative Foundational Programme, Kuno Klebelsberg Primary and Grammar School *(Inventory case)*

This primary school for students aged 6 to 14 uses reform pedagogy inspired differential teaching methods in heterogeneous classes that include children with special needs. The main objective is to offer learning opportunities to all children according to their ability, so that they can learn actively and independently, assess their own work and learn to cooperate in mixed-ability teams. The school uses a local curriculum, and materials and books designed by the school staff to allow students to work at one of three complexity levels, but on similar contents. Parents are engaged in different formal and informal meetings and in demonstration (open) lessons during which they can observe their children in school learning situations. Teachers take part in each other's lessons to learn from each other, and beginning teachers are paired with an experienced colleague to help them prepare the lessons. The school is involved in teacher-training programmes at university and it is a model school that is open for visitors.

Main Focus of Innovation: LEARNERS, CONTENT, ORGANISATION

Other Keywords: alternative philosophy, equity

IV. Bela Primary School and Daycare Centre, Hejökeresztúr *(Inventory case)*

The explicit aim of this learning environment is to reduce the differences among the learners while accepting very different learning styles and speeds. Four key principles and methods underpin these aims: personalization, measurement and the evaluation system, differential work adapted to individual differences, and cooperation around projects and activity-centred education. Developing the capacity for teamwork is one of the most distinctive aims and results of this learning environment. Distinctive is the prominence of three programmes. First, there is the 'Complex Instruction Programme' based on group work. This is an intercultural teaching-learning method, developed at Stanford University, to promote equal opportunity in heterogeneous classrooms. Second, there is the 'Logic Table-game' (MindLab), as developed at Yale University, promoting thinking through interactive games, during mathematics and outside main lesson time. Third, there is the 'Dialogue between Generations' programme, based on cooperation of students with parents and grandparents.

Main Focus of Innovation: LEARNERS, TEACHERS, CONTENT, RESOURCES, ORGANISATION

Other Keywords: equity

ISRAEL

Neta'im Environmental School, Israel *(Inventory case)*

This elementary school (grades 1-8) has an extensive programme on environmental issues, which has three main features. First, students experience controlled consumption of school resources such as paper, water, and electricity and are introduced to recycling activities. Second, classes visit external organizations like zoos, museums, parks, etc. in weekly outdoor activities and make several additional larger field trips each year. Third, the school initiates activities with the community to make the students "environmental ambassadors" during festivals, shows and marches dealing with green subjects. The school is located in a low SES neighbourhood, but has a waiting list and draws students from affluent neighbourhoods because of its high reputation. Parents pay a monthly fee to finance the outdoor activities, for low SES students these costs are covered by the municipality.

Main focus of Innovation: CONTENT, ORGANISATION

Other keywords: blended/non-formal, equity

Makor Chaim (Life source) – Yeshiva High School *(Inventory case)*

This boys-only boarding high school (grades 9-12, age 15-19) combines full-day secular and religious studies, and focuses at students' meta-cognitive, personal, and interpersonal development. Lessons are designed to encourage students to take responsibility for their own learning, by choosing subjects and conducting research for a better understanding of the subject. By studying complex, non-linear Jewish texts in small groups, the students are challenged to develop their thinking abilities by interacting with each other and learning from their classmates. Each student has a homeroom teacher throughout the four years at school, who is a rabbi-teacher who functions as mentor and studies together with the students. In

addition to a diploma, students receive a detailed personal assessment from their homeroom teacher every year. Admission to the school is selective and based on criteria such as students' self-awareness and autonomy as learners.

Main focus of Innovation: CONTENT, ORGANISATION, TEACHERS

Other keywords: alternative philosophy

Mevo'ot Hanegev High school

This public middle/high school for grades 7 to 12 (age 13-18) is a model school of the Israeli Ministry of Education. It has a shorter school week (5 days) and longer lessons (60min) than is customary in Israel, to allow deeper engagement of the students during the lessons. There is emphasis on project-based learning, for which students work on a self-chosen question in the frame of an extensive study unit on a basic theme. Students then show their results in a form of their choice in 'performances of understanding'. Most of the subjects are united in two central clusters, Humanities and Science, which are coordinated by a homeroom teacher and one other teacher respectively. All teachers have personal and team preparation hours in the schedule, and school teachers and external specialists serve as pedagogical mentors. To create close teacher-student relationships, the number of learners that a teacher meets each week was reduced from 120 to 60. There is also extensive use of ICT, with an online learning management system ('virtual campus') where teachers and learners communicate and store learning products and content. All learners and teachers were equipped with a laptop. The school emphasizes environmental education and aims to familiarize its students with democratic values and a range of cultures and identities.
Main Focus of Innovation: TEACHERS, CONTENT, RESOURCES, ORGANISATION
Other keywords: technology-rich

KOREA

Multicultural Education, Miwon Elementary School, Gyeonggi-do *(Inventory case)*

This 3-year-project at Miwon Elementary school included numerous activities in multicultural education and a programme focussing at students with multicultural/multilingual backgrounds. Examples of activities are supporting classes and extra language courses for students with multicultural backgrounds and their parents (also during holidays), and for all students multicultural and Korean culture experiencing days, after-school classes taught by bilingual parents, and bilingual presentation contests. Students also produced movies on multicultural topics.

Main Focus of Innovation: LEARNERS, TEACHERS, CONTENT, ORGANISATION

Other keywords: equity

MEXICO (FEDERAL, CONAFE)

"Dialogue and Discover" Model, Community Courses, Conafe

"Dialogue and Discover" manuals are used by Mexican community instructors (young people without professional teacher education who teach for a limited period of time in small marginalized rural communities). The objective of the manuals is to guide, organize and support their teaching activities with concise summaries of curricular contents and didactic and methodological information on activities that are suited for mixed-age classes.

Main focus of innovation: LEARNERS, TEACHERS, RESOURCES, ORGANISATION

Other keywords: equity

Itinerant Pedagogical Advisors, Conafe *(Inventory case)*

The Pedagogical Advisors programme focuses on schools with very low performance in highly marginalized small rural communities. Pedagogical advisors are university graduates in Pedagogy or Education who alternate between two community schools throughout the school year, providing advice to the community instructors (young people without professional teacher education who teach for a limited period of time in small marginalized rural communities), offering individual assistance to students with low performance, and promoting parent participation in education. The advisors employ diagnostic instruments to identify students with special needs, monitor and coach the community instructors, and give recommendations to be followed up by the next instructor.

Main focus of innovation: LEARNERS, TEACHERS
Other keywords: equity

MEXICO (Nuevo Leon)

American Institute of Monterrey, AIM/I-PAL System

The American Institute of Monterrey (AIM) has a partnership with a less resourced public school to share expertise and stimulate cooperation among students, teachers, and parents. AIM-developed pedagogical methods focus on ability development rather than content acquisition, collaborative student work in flexible groups within the classroom, hands-on projects, and personalized educational activities guided by development plans. AIM teachers train their peers from the public school in these methodologies, and parents of AIM students give parenting and character education classes in the partner school. Selected students and teachers from both schools engage in collaborative academic, artistic, and athletic activities. A train-the-trainer model is used to replicate the developed pedagogical methods in other public schools.

Main focus of innovation: LEARNERS, TEACHERS, CONTENT, RESOURCES
Other keywords: equity

Artistic Skills Development, Centro de Atencion Multiple Profr.

The "Centro de atencion Multiple Profr. Ruben Reyes Rodriguez" has invented an arts programme to improve education of its students, who have physical or learning disabilities that prevent them from attending regular schools. Artistic activities (involving music, drama, dance, etc) are used to improve students' communicative, social, motor, and cognitive skills and to strengthen their integration in society, for example with participation in civic events.

Main focus of innovation: LEARNERS, CONTENT

Other keywords: equity

Centros de Desarrollo Infantil del Frente Popular Tierra y Libertad, CENDI, Monterrey *(Inventory case)*

This early childhood centre initiative offers services to children under 6 years of age with the objective to improve development of children from socially or economically vulnerable backgrounds. In addition to a nursery education programme for the younger children, there is a house-schooling programme for children from lower middle class families and a formal programme for children of poor working women. Staff with university education teach various content areas to the children, making use of methods based on models from developmental psychology.

Main focus of innovation: LEARNERS, CONTENT, RESOURCES

Other keywords: equity

CEDIM The Atelier of the Ideas, Monterrey *(Inventory case)*

This designing school has implemented a programme for students in their first two semesters of study (age 17-19), featuring an active role of the students who take responsibility for their learning, guided by teachers who act as team partners and coaches of the students. During project-based learning, students work on solutions for authentic real-life problems posed by enterprises or institutions. Each project takes several months and is integrated into coursework. Different forms of evaluations are used, including student peer feedback which is combined with exhibitions of works. The school also honours the best student work with an award.

Main focus of innovation: LEARNERS, TEACHERS, RESOURCES, ORGANIZATION

Colegio Guadalupe: Education for Democtratic Citizenship

Colegio Guadalupe is one of 120 Mexican low-income population schools that make use of a Democratic Citizenship programme which stimulates children to come up with ideas to solve real-life problems in their educational community. This process involves that students identify a problem, and then generate, implement and assess possible solutions, based on off-campus research, group discussions, etc. The objective of the programme is to foster students' communicative and organizational skills, their attitudes

for citizenship (e.g., value of diversity and tolerance, rejection of violence), and a positive view on learning from real experiences. Teachers receive a professional training for implementation of the programme.

Main focus of innovation: LEARNERS, TEACHERS, CONTENT, ORGANIZATION

Other keywords: equity

Consejo Nacional de Alianzas Educativas, Monterrey

This project focuses on improving academic achievements and reducing drop-out rates at schools in impoverished suburbs by establishing contacts between students (age 12-15), parents, school staff and community experts from social and private sectors. Features include young professionals from local universities who mentor students at risk of failure ("amigo mentor"); a centre for care of adolescents and their families built within the school so that an exchange is stimulated between the school and social workers, nurses and other professionals who work in the centre; and an empowerment programme to enable student mothers to generate sufficient income to prevent families from taking their children out of school. Funding also involves public-private partnerships with companies whose workers live close to the school.

Main focus of innovation: CONTENT, RESOURCES

Other keywords: blended/non-formal, equity

Nuevo Colegio Israelita de Monterrey, A.C. Integral Education

This Jewish community day school has a small student population aged 2-15. Teaching activities centre on the national curriculum, a Judaic Studies Programme, and an English language curriculum, with a strong focus on character education and collaboration with the community and other schools. Students learn in mixed age groups. Teaching practice is inspired by constructivist theories and best practice as reported by several international organisations, and performance is constantly monitored by means of summative and formative assessment.

Main focus of innovation: CONTENT, RESOURCES

NEW ZEALAND

Discovery 1 and Unlimited PAenga Tawhiti, Christchurch *(Inventory case)*

This case describes both an innovative primary school (grades 1-8, age 5-12) and a secondary school (grades 9-13, age 12-18), governed by the same independent Trust and located in close proximity to each other. The philosophy of the school is that everyone involved in the school community is a learner and a teacher, and that learning happens everywhere, all the time. The schools are located in the centre of Christchurch's commercial area and extensive use is made of nearby facilities. The aim is to provide an environment where a child's curiosity and wonder at learning is retained and nurtured, which builds on children's inquisitive passions, fosters curiosity, and encourages students to challenge themselves personally, academically and socially. Students have an active role in the design of their individual

learning programmes, following personal interests and enthusiasms while making sure their programme provides the key skills and competencies right for them. Teachers function both as curriculum experts and as learning advisors who help the students make the right decisions, give regular feedback on progress and monitor whether the students' planning needs modifying. In the secondary school, students do not work in fixed cohorts; instead, each student creates the timetable that fits their learning plan and selects the classes or community context which best fits what they need to learn. The student, parents and learning advisors meet regularly and all of them take responsibility for supporting the students' progress. Many parents engage in the schools on a daily basis. The physical environment in both schools is characterized by large communal areas with beanbags and couches to make it easy for students and their families to feel comfortable. There is collaboration between the two schools, for example, when older students contribute to learning at the primary school or when younger students join a class at the secondary school.

Main Focus of Innovation: TEACHERS, CONTENT, RESOURCES, ORGANISATION

Other keywords: alternative philosophy, blended/non-formal, learning space

NORWAY

Valby Oppvenkstsenter (early development centre and primary school), Larvik

This learning environment consists of an early-development day-care centre and a primary school for children aged 1 to 13. Learning is regarded as a comprehensive and continuous process in which children act as active learners from the earliest stages, to smooth the progress from day-care centre to school. Learning is organized in groups, which remain constant during parts of the week, but the size varies according to the children's needs. Teachers regularly spend time with small groups of children to facilitate interactions. Pedagogy is inspired by social-constructivist ideas and open to alternative philosophies if useful for the children. Great emphasis is placed on staff professional development, which is organized by having teachers cooperate with a colleague project mate to do assignments, develop and reflect on good interventions and later share improved practice with the rest of the staff.

Main Focus of Innovation: TEACHERS, ORGANISATION

Breidablikk Lower Secondary School, Sandefjord *(Inventory case)*

Ruselokka is a lower secondary school in which students (age 12-16) choose among several learning "paths" that use different instructional methods to teach the regular curriculum, with a focus on, for example, nature and outdoor, media, or music. The school year is divided into six-week periods that focus on a certain topic taught through different angles. Each period also comprises one week in which the students work intensively on their own interests, following an individual learning plan the students make together with a teacher. There is a special trajectory for students with maladjustments or drop out problems, who are taught in small groups. Activities for these students include work on a farm to enhance their motivation and improve their social behaviour, punctuality, etc. The school has several innovative projects like a yearly school musical with up to 150 students and a building project in which groups of students design their own houses in cooperation with professionals from the business world. Learning spaces are

large and flexible, and include outdoor areas that were in part constructed by students and teachers. Student groupings are flexible depending on the paths that the students choose.

Main Focus of Innovation: LEARNERS, TEACHERS, CONTENT, RESOURCES, ORGANIZATION

Other Keywords: learning space

Oyer Lower Secondary School

This lower secondary school (students aged 13-16) employs weekly development reviews where students participate in planning, implementing and assessing their own learning, educational and occupational counselling, and is engaged in a project to increase student motivation and ambition with various measures. Measures include Open school afternoons where students get assistance with homework, the formulation of frameworks and guidelines for classroom management, student-teacher relations, the use of flexible green teaching hours and practical tasks, teaching outside school, etc. A work group including staff and parents works on a three-year plan to improve parent involvement in school. Oyer Lower Secondary School is a demonstration school for schools in Norway.

Main Focus of Innovation: RESOURCES, ORGANIZATION

Presteheia: Age Mix and LP Model, Kristianssand *(Inventory case)*

This primary school (year 1 to 7) is an open-space school that uses mixed-age teaching and a research-based model for structured collaboration between teachers to improve instructional practice. Three open-plan areas constitute the physical setting for learning, with a large hall that is used for joint activities of the whole school (e.g., singing). Student learning is organized with individual week plans that are made by teams of teachers, and signed by the parents to show shared responsibility. The week plans allow students to influence activities during some individual working time, with teachers functioning as mentors. Learning objectives are tested in written assignments every two weeks. Much emphasis is placed on providing students with experiences of mastery by allowing them to teach other students, both in mixed-age classes and in collaboration with a day-care centre (e.g., students arrange reading sessions for the younger children in the centre). Mixed-age groups are also used to foster relationships between students of different years to reduce bullying and increase student confidence.

Main Focus of Innovation: LEARNERS, TEACHERS, ORGANISATION

Other Keywords: learning space

Ruselokka School, Oslo

This learning environment features multi-subject projects on technology and design in primary school and lower secondary school classes. Each year, several teaching programmes of one or two weeks are implemented as part of the general education. During these weeks, the students create simple technological products with social relevance, making decisions concerning resources, environment and ethics. The activities stimulate students to use formal mathematics and subject matter from natural science and crafts to resolve practical tasks. This practical approach allows them to gain a sense of mastery, see the relation between school and later life, and discover their talents and interests to choose further education or vocation. Students work in small groups supported by a teacher, and parents and professionals are invited to take part in the projects. The teachers have published textbooks on the multi-subject projects to be used by other schools.

Main Focus of Innovation: TEACHERS, CONTENT, RESOURCES

Vigra School *(Inventory case)*

This primary school for students age 5 to 10 has the objective to find a suitable approach for all pupils instead of using special education, in particular with respect to the students' language development. Emphasis is placed on a good transition from kindergarten to first grade, by means of early diagnostic assessments and interventions when necessary. Parents are informed in several meetings ("Parents' school") about ways to best support their children, which is regarded as particularly important because the municipality has a low proportion of adults with higher education. Student learning is organised with weekly plans that specify learning goals, and weekly tests give feedback on the progress. Teaching methods include the use of an adaptive computer programme and language workshops which are given by special education teachers, allowing the students to make their own books and alternate among different tasks adapted to their level of skills. Teachers have regular meetings to exchange experiences, discuss pedagogical literature, etc. New measurements are evaluated systematically to further improve teaching practice.

Main Focus of Innovation: CONTENT, RESOURCES, ORGANIZATION,

Other Keywords: equity, technology-rich

Education for Sustainable Development, Flaktveit School, Bergen

This primary school (students aged 6-13) has a focus on education for sustainable development. The learning objectives, which are displayed on posters in the school, are that students understand and take care of one another, the environment and society. Students are educated to see their place in society and take personal responsibility to work towards a sustainable future. Teachers cooperate in teams to plan learning activities, part of which are done in mixed-age groups. Specific learning activities include a programme on waste disposal and waste handling, for which the school collaborates with a waste management company, collaborations with a Green agency on water resources, and collaborations with a large company to learn how a company can solve environmental issues. Students also support non profit organizations by collecting money, for example for earthquake victims, in order to give the students the feeling that they can

contribute and change the world, and to develop their social and ethical attitudes. The programme on waste disposal has been introduced in all other schools in the region, based on the model developed by Flaktveit School.

Main Focus of Innovation: CONTENT, RESOURCES, ORGANISATION

Other Keywords: alternative philosophy

The Rudolf Steiner Upper Secondary School of Oslo

This private Rudolf Steiner (Waldorf) upper secondary school for students aged 16 to 19, emphasizes the significance of creativity, originality and innovation. The in-depth study of subjects is done over intensive periods of three weeks, with 2.5 hours each day, in which students are encouraged to formulate academic questions themselves and reflect upon cognitive associations. The school has six lines: Science, Humanist, Pictorial Art, computer science, music, and media. Each course is taught in a special subject study room. Learning objectives are down-to-earth practical formulation of concepts, creativity, and learning over a longer period of time. There are no exams, only overall achievement is marked.

Main Focus of Innovation: CONTENT, RESOURCES, ORGANISATION

Other Keywords: alternative philosophy, blended/non-formal, technology-rich

PORTUGAL

Escola Movel *(Inventory case)*

A distance learning initiative aimed initially at circus and fairground adolescents (aged 10-17) who were otherwise excluded. (The learner focus has widened to other 'at-risk' groups, including teenage mothers and older learners who have failed in mainstream provision.) It aims to give permanent access to a virtual, national-curriculum-oriented learning environment. The content is both through subjects and cross-curricular areas, personalized through an individual tutor. There are four face-to-face weeks a year for each learner while logging on for the on-line sessions must be from a school or library in whichever destination the travelling learner has reached. Engagement and attainment indications are positive.

Main Focus of Innovation: LEARNERS, TEACHERS, RESOURCES, ORGANISATION

Other Keywords: blended/non-formal, equity, technology-rich

SLOVENIA

Internet Classroom, Kkofja Loka Primary School *(Inventory case)*

This school uses a virtual learning environment ("e-classroom") to individualize student learning, foster creativity and innovation, and to improve the safe and critical use of ICT in students aged 8 to 15. Students work individually or in pairs on materials and tests that their teachers designed in order to reach goals determined by the official curriculum. The work with the younger students focuses at students' computer literacy, whereas older students increasingly use the digital tools for subject-oriented learning. Teachers can see when individual pupils performed which activities in the e-classroom, and the classrooms are open to parents who want to check what activities are going on. Communication tools like chat rooms and forums allow interactions between pupils and teachers.

Main Focus of Innovation: RESOURCES, ORGANISATION

Other keywords: technology-rich

Cross-subject Week, Lucijan Bratkovic Bratusa Primary School

Teachers at this school organize cross-subject activity weeks in which learning is multidisciplinary and students (age 11-15) have an active role, doing experimental work in the class and the field, thereby developing communication and learning skills. There is an emphasis on collaborative authentic learning, with home assignments linked to life situations. Examples of topics are forest and continental water, housing problems, or energy. Community experts and parents are involved in the implementation of some projects.

Main Focus of Innovation: CONTENT, RESOURCES, ORGANISATION

Enrichment Programmes, Rodica Primary School *(Inventory case)*
The objective of the enrichment programmes is to complement regular school curriculum with additional contents, thereby increasing student motivation and fostering the students' social skills, learning strategies, independence, and self confidence from grade 4 and onwards. Teachers use alternative forms of assessment, for example, pedagogical dialogues with the students about their individual progress, and students present their results and products at the school level (e.g., in films). Learning can take place outside the classroom, in the nature, camps, etc., where active learning and interactions with parents and community members are stimulated.

Main Focus of Innovation: CONTENT, ORGANISATION

ENSI – Slovenia

Early Natural Science for Sustainable Knowledge, Primary school OS Janka Padeznika. Maribor, Slovenia *(Inventory case)*

This primary school uses the cultural diversity of its students as a resource (aged 6 to 14) by including traditional and modern cultural values in school work. It has innovative programmes for language, social competence and natural science learning. Students can learn two foreign languages (English and German) starting in the first grade and the school participates in several projects for language learning, including European portfolios. The development of social competences is fostered by fair-play-awards and student-student tutorship. Activities in early natural science classes include science camps, workshops, and optional subjects with the objective to build on the children's natural curiosity and let them develop a positive attitude towards nature. Activities are designed to engage all senses; often using nature as a classroom and offering much hands-on experiences.

Main Focus of Innovation: TEACHERS, CONTENT, ORGANISATION

Other keywords: blended/non-formal, equity

SPAIN

Andalucía, A Learning Community, Seville *(Inventory case)*

This is a pre-primary and primary state school with all learners at risk of exclusion and very high numbers from the gypsy community. The teachers fostered the change and considered learning communities to be a key concept in providing quality education and to break the circle of poverty and social exclusion. These are realised through such activities and approaches as: weekly tutorship; students' representative meetings; discussion on the subjects for project work; the monthly family assembly; a close collaboration with the Administration for Education; and the assessment tool elaborated by staff together with a committee from the Learning Communities Programme which comprises indicators of achievements and obstacles while also guiding improvements. A key feature is the interactive groups based on cooperative learning. The learners split up into subgroups of 5 or 6 students each; lesson time is divided in periods of 15-20 minutes, each devoted to a different activity all subject related, with subgroup dynamics coordinated by volunteers from families, the university, and collaborating associations. Project work in a single class or in a grade or group of different grades aims to overcome curriculum fragmentation and is organised around four stages: planning, searching, organising, assessing.

Main Focus of Innovation: LEARNERS, TEACHERS, RESOURCES, ORGANISATION

Other Keywords: equity

Instituto escuela Jacint Verdaguer *(Inventory case)*

Students (age 3 to 16) can smoothly progress through all parts of their compulsory education in this integrated pre-primary, primary and secondary school. In this environment, the teacher, rather than providing answers, raises questions. Learning objectives emphasize student autonomy, responsibility and learning skills, in order to enable students to have an active role during inquiry-based learning, cooperative project work on authentic problems, and individual work. Music, drama, yoga, kinesiology and other activities are used to develop students' self-control, self-expression and social skills. In accordance with this methodological approach, there is a new organization of the curriculum as something open and arranged in three areas: instrumental areas, knowledge areas and expression areas (inner knowledge). The school created wide, open learning spaces to facilitate mobility and cooperation among students and teachers. The school makes use of extensive ICT resources, including a virtual learning environment, digital boards, student laptops, a robotics classroom, etc.

Main Focus of Innovation: CONTENT, RESOURCES, ORGANISATION
Other keywords: technology-rich, learning space

SWEDEN

Centralskolan *(Inventory case)*

This project focuses on maths and science learning of students in grades 6 to 9 (age 12-16). The objective is to foster entrepreneurial learning and assimilate mathematics in a natural way into the students' daily work. Students are supposed to have the opportunity to take initiative and responsibility and work both independently and with others. They work mostly in traditional same age classes, but there are smaller groups for some subjects (e.g., crafts). If necessary, students participate in special education, particularly in the core subjects. E-mails, text messages and a contact book are used for teacher-student-communication. At the end of a project, the students evaluate whether the work increased their interest and skills by means of questionnaires.

Main Focus of Innovation: CONTENT

Other Keywords:

SWITZERLAND (BERN)

Projektschule Impuls, Rorschach

This is a school characterized by mixed-age groupings. Another particular feature is the student parliament, and generally high degree of learner responsibility and co-determination of directions followed. There is a particular organization of the typical school day beginning in a circle and (for grades 3-6) foreign language learning, before working on the 'weekly plan' and then project groups. One feature is the 25 minutes 'sand glass' time, when the students work in total silence. All students write a diary on a daily basis, which is also intended to improve written abilities. The teaching is organized by teams, and the teachers spend part of their time in the school, the other part of their time in the teacher education college. The curriculum adheres to local requirements, with the approach to learning and teaching inspired by different features of

alternative education (Freinet, Petersen, Montessori, Jena Plan). There is a student parliament, and participation in an international project (GLOBE).

Main Focus of Innovation: LEARNERS, TEACHERS, ORGANIZATION

Other Keywords: alternative philosophy

Lernwelt Volksschule NMS Bern

This private secondary school for students aged 13 to 16 (grades 7 to 9/10) uses a special teaching concept for most of their subjects, with a focus on students' autonomous and independent work with three sorts of activities: Input sessions, during which knowledge is communicated to the students, „atelier" sessions, during which contents are deeply processed with tasks that the students conduct independently, and interactive classes, during which teachers and students are in constant interaction. The different rooms in the school have different rules, i.e., some require absolute silence; others allow whispering or talking during collaboration. The students have a learning diary in which they document their planning and progress. Yearly, there are four personal discussions between student and teacher.

Main Focus of Innovation: CONTENT, RESOURCES, ORGANIZATION

Institut Beatenberg *(Inventory case)*

The learners are aged 12 to 17 years, and often arrive at this private boarding school after negative school experience. The learning is organized in mixed-age and mixed ability teams, with both individual and group learning. The regular school day lasts from 7am to 6pm. The time units are longer than single lessons, and cover subject setting (mathematics, German, French, and English), 'Aktivs' (for Science, arts, creative, manual, and sports interests), with the majority devoted to individualized learning in learning teams. The last three units of each week are devoted to summing up, reflecting on the activities of the week, presenting results to the community, updating portfolios, and finalizing the weekly work plan. Each learning team has access to a big workroom as an open plan space in which learners cooperate and engage in peer learning. Each young person has a personal workplace and 'home base'. The ordinary programme of instruction is regularly interrupted by several days devoted to projects and service learning.

Main Focus of Innovation: LEARNERS, TEACHERS, CONTENT, RESOURCES, ORGANIZATION

Other Keywords: alternative philosophy

Primarschule Lindenfeld, Burgdorf *(Inventory case)*

This primary school caters to children aged 5 to 12 (one year of kindergarden to grade 6), who are taught in mixed-age classes including gifted students and students with special needs. The focus of teaching is on the individualization and differentiation of learning, by means of daily and weekly schedules, and different work forms in flexibly composed groups where students can be working on the same object but with different tasks. Teachers act as counsellors who stimulate learning with an emphasis on variety instead of competition. Transitions through school (including skipping or repeating classes) are realized unbureaucratically in the mixed age classes. In addition to regular evaluations, the school uses a self-

created form to monitor the students' development and inform the parents four times a year. Professional development of the staff is supported by collaborations with the University of Bern. Methods for internal evaluations involve video recordings of all teachers' classroom practice.

Main Focus of Innovation: LEARNERS, ORGANIZATION, TEACHERS

REOSCH, Ressourcenorientierte Schule, Bern

This private secondary school for grades 7 to 11 has a focus on individualized learning and uses martial arts and meditation classes as forms of "mental training" of mindfulness. Prospective students decide after a one day trial whether they want to attend the school and follow its rules, admission is not selective. The students' learning is individualized with weekly lists of tasks that the students use to plan their learning activities in a work journal. Students reflect on their work daily, in a diary and performance is evaluated regularly, with an emphasis on individual progress and no comparison between learners. Professional development is realized with weekly peer consulting sessions.

Main Focus of Innovation: CONTENT, ORGANIZATION

Primarschule Geristein, Bollingen

This small primary school has one mixed-age class for students from grade 1 to 4 (age 6.5 to 11). There is an emphasis on self-organisation and regulation, with learning contents being treated in an increasingly deep way by different learners, depending on their skill level. Learners have a say in the choice of topics and are involved as much as possible in the formulation of learning aims. Students are also trained to formulate learning aims that are specific, measurable, and realistic enough. They take responsibility for classroom practice, for example in a leadership team of learners from the highest grade that negotiates tasks with the teacher and the group. The older students each act as a mentor for one younger student, and there is peer-teaching with students passing on self-acquired subject matters to other learners, using different presentation techniques (PowerPoint etc). Assessments by the teacher are complemented by student self-evaluations and lead to the definition of new learning aims.

Main Focus of Innovation: LEARNERS, TEACHERS, ORGANISATION

Gesamtschule Lindental, Boll *(Inventory case)*

This comprehensive school has one mixed-age class with students from grade 1 to 9. The children do not follow the programme of a certain grade, instead learning activities are flexibly adapted to their current level of development, allowing the challenging of gifted students as well as the fostering of self-confidence of weaker students. Grade repetition does not exist. Half of the lessons are given by two teachers, with some of these lessons dividing students into two groups according to age or subject. There are very few disciplinary problems, which the school attributes to individualized education and the social dynamics of a classroom in which younger students learn from their older classmates. Learning activities are inspired by Pestalozzi pedagogy, and involve much autonomous work with week plans, with student autonomy increasing with age. Each quarter, lessons are linked to an overarching theme, and students present their work to their parents at the end of the quarter.

Main Focus of Innovation: LEARNERS, TEACHERS, CONTENT, ORGANISATION

Other Keywords: alternative philosophy.

Gesamtschule Schupberg, Schüpberg

This school has one mixed-age class with students from grade 1 to 9 (age 6-17), including students with special needs who failed in the regular school system. Teaching practice is inspired by reform pedagogic ideas (Hentig, Montessori, Steiner, Freinet), giving much autonomy to the students who work with weekly schedules. There is a tutor system, and students teach each other. Every two weeks, students and teachers write feedback into a "learn booklet" and then discuss it in individual student-teacher conversations. The teaching team meets every two weeks to discuss organizational and pedagogical topics.

Main Focus of Innovation: LEARNERS, TEACHERS, CONTENT, ORGANISATION

Other Keywords: alternative philosophy

Remark: The cases CHE.BR.004 (Primarschule Lindenfeld), CHE.BR.007 (Gesamtschule Lindental), and CHE.BR.008 (Gesamtschule Schüpberg) are all part of a network of small schools with mixed-grade classes that intentionally use the heterogeneity of their students for an individualized education aiming at integration and autonomous learning.

SWITZERLAND (TICINO)

Chiamale Emozioni (call them emotions), ASP, Locarno *(Inventory case)*

The whole school is organized around the promotion of life skills and socio-emotional competences, and the promotion of critical thinking and active involvement. It has adopted Mark Greenberg's PATHS (Promoting Alternative Thinking Strategies). The school is part of the local teacher education college, and the design of the curriculum and activities has been part of this larger organization. There are two leader/coordinators, three assistant coordinators, and twelve teachers. The leadership/management structure with two coordinators and three assistant coordinators could, the ILE assesses, go well beyond the 250 current learners to up to 40 teachers and 800 learners. Improving climate and motivation is regarded as fundamental. The assistant coordinators work for an hour per week in every class.

Main Focus of Innovation: TEACHERS, CONTENT

Obiettivo: comprensione (Target: understanding), Bellinzona *(Inventory case)*

This project focuses at Swiss vocational schools, with the objective to improve students' reasoning abilities by stimulating teachers to use "Understanding by design" methodology to plan their lessons by taking into account the desired outcomes/understandings. Each unit starts with the presentation of the information to the students, followed by an exploration of the topic and in the end an exhibition of the products. So-called School Improvement Advisors are introduced as new figures in the school domain, acting as consultant,

critical friend, and academic researcher who help and give advice to the school and the teachers in a non-invasive but scientifically sound way. The aim is to extend the project to other schools in the future, creating local groups of teachers working on the basis of the same methodology and sharing their experiences through cooperative networks. This initiative starts with motivated teachers and progressively involves other colleagues in the use and mastering of the methodology.

Main Focus of Innovation: TEACHERS, CONTENT, ORGANISATION

Differenziare per un apprendimento migliore per tutti, Stabio

This project has the objective to improve pedagogical differentiation in heterogeneous groups of learners by capitalizing on the experience of teachers, instead of imposing the innovations as top-down initiatives. Operational aspects of successful practices from teachers are tested and shared with other teachers and schools. Examples of elements are group work, peer learning, and materials geared to the individual learners. Outcomes are evaluated in terms of learner attitudes, and socio-cognitive, organizational and metacognitive development. The focus has been on students aged 11 to 14. Participation in the project is voluntary and dependent on teacher interest.

Main Focus of Innovation: TEACHERS, RESOURCES, ORGANIZATION

UNITED KINGDOM (INNOVATION UNIT)

Matthew Moss High School

The "My World" curriculum at Matthew Moss High School targets students in grade 7 and 8, who spend one day per week throughout the school year on project work. Teachers introduce the projects to the students, and then students work self-directly forming teams, gathering possibilities and writing a project plan for approval, before conducting the project. The teachers act as facilitators, presenting in-time lessons or suggesting additional sources of knowledge (e.g., lessons in other departments). There is regular ongoing feedback, and a final exhibition of results to teachers and parents is part of the assessment. Students receive individual written evaluation reports.

Main Focus of Innovation: LEARNERS, CONTENT, ORGANISATION

Cramlington Learning Village

This secondary school for students aged 11 to 18 has large flexible learning spaces, where students can work independently. These areas include "zones" for discussion, research, experimentation, art exhibitions, etc. Science is taught in half-day blocks in order to allow students to take an enquiry approach. In some subjects, pairs of teachers run the lessons with about 60 students per class. The curriculum includes learning-to-learn classes and trans-disciplinary units every week, during which students pursue projects on- and off-site the school campus. Teachers have daily 20-minute talks with students, which the parents can attend.

Main Focus of Innovation: ORGANISATION

Other Keywords: learning space, technology-rich

UNITED STATES (OHIO)

Clark Montessori Jr & Sr High School *(Inventory case)*

This public Montessori high school (students aged 12 to 18) has a diverse student population but a very high graduation rate, and many graduates are the first in their family to attend college. Students are not separated by ability level except in math courses, and instruction is differentiated according to student need in order to bring out each student's qualities. The high school is organized by grade level, but students work in multi-age groupings with several teachers in grades 7 and 8. Classrooms are designed to encourage the movement of students among teaching teams. Thematic projects linked to state standards overarch each quarter of the year. The students take honours level core courses and senior students complete a year-long college level research project on a topic of their choice. The school features cultural and scientific field studies and service work, and makes use of community facilities (library, museum, etc). Parents are encouraged to be involved in school and sign an agreement at the beginning of each year, in which they agree to support the learning opportunities at school.

Main Focus of Innovation: CONTENT, RESOURCES, ORGANIZATION

Other Keywords: alternative philosophy, equity

Toledo School for the Arts

This secondary charter school for students aged 11 to 19, combines a college preparatory academic curriculum with an intense arts programme. The objective is that students acquire the self-motivation, discipline, creative problem solving, and concentration required to excel in the arts and transfer these qualities to academic classes. Training in the arts is intended to personally connect the students to their learning experiences and environment, to raise their self-esteem and to provide them with opportunities for modelling and team exercise. In addition, students gain business experiences through a social enterprise when they are booked as artists for community events. The school uses artistic studios, rehearsal spaces, art galleries and a theatre and employs both teachers and professional artists. Its extensive resources are financed in cooperation with community sponsors, and the school has a department that deals with fund raising. The school staff is involved in the dissemination of the integrated lesson plans to a broader educational audience. Parents are involved in the school and can use software to monitor their child's progress.

Main Focus of Innovation: TEACHERS, CONTENT, RESOURCES, ORGANIZATION

Other Keywords: blended/non-formal, learning spaces

Life Skills Centre of Trumbull County

This is a programme for high school students (aged 16-21) who are at risk of dropping out or have dropped out of the traditional public education system. The objective is to create an atmosphere of genuine care and concern, and to provide students with a first experience of accomplishment and personal growth, focussing on social-emotional well-being, self-sufficiency, and employability in addition to academics. Teaching activities focus on raising reading and math proficiency, and values of discipline, integrity, teamwork, and perseverance. Upon enrolment, students are engaged in a transition period to undergo a needs assessment, be engaged in self-paced learning and to create an individualized learning plan. When students progress through the curriculum, they earn credits. They are enrolled in two core content courses and complete daily reading assignments to increase their vocabulary and reading comprehension. Students are expected to contribute to the community through work or volunteer programmes, and the school cooperates with companies and counselling services to offer the students work experiences and additional emotional support. The school employs teachers, and professionals like intervention specialists, employability specialists, and social workers.

Main Focus of Innovation: LEARNERS, TEACHERS, CONTENT, RESOURCES, ORGANIZATION

Other Keywords: equity

The North Union Academic Advancement Opportunities

North Union Local Schools has initiated a Comprehensive *Educational Academic Advancement* Programme which aims to meet the educational desires of any and all students. Students are encouraged to take a more challenging middle and high school academic course load to be better prepared to compete in the 21st Century and to develop social and critical thinking skills. All students have the autonomy to plan an individualized learning plan that meets their individual needs. A variety of advancement options are offered to these secondary students, including: credit flexibility, flexible scheduling and extended school day options, on-line and correspondence course offerings, dual enrolment and post-secondary educational options, and a pilot "schools without failure" programme wherein students are not permitted to fail. The school aims to help every student reach his/her full potential regardless of ability level and actively encourages community & parental involvement.

Main Focus of Innovation: RESOURCES, ORGANIZATION

Other Keywords: technology-rich