

Denmark

ILE-Gentofte

Schools in the municipality of Gentofte, Denmark, innovate educational practice in several ways. They extend the content of learning with master classes in which gifted students are taught by external experts on subjects ranging from astronomy to journalism, alongside the regular curriculum. Master classes are openly announced on the internet so that interested students can enrol. Digital resources are also used to document students' individual learning in online portfolio's that are the base of teacher-student-parent dialogues, as well as in foreign language learning activities. An innovative design of the physical learning environment based on pedagogical ideas about students' co-responsibility for learning is exemplified in Hellerup school, which has replaced traditional permanent classrooms with spacious learning areas in which students can choose among different work places and spaces can be flexibly subdivided or combined depending on the teaching situation. Pedagogy aims at meeting each individual student's learning needs, taking into account differences in preferred learning styles and capacities.

General Information

Name of the ILE: ILE-Gentofte

Location/Address: Skole & Fritid, Gentofte Rådhus, Bernstorffsvej 161, DK-2920 Charlottenlund, Denmark.

Website: www.gentofte.dk/

ILE submitted by: Ministry of Education, Denmark

Rationale

Why do you suggest that it should be included in the project? How does it respond to 21st century learning challenges?

Within the overall innovation of all schools of Gentofte Municipality, the following projects at separate schools have been selected, as they respond specifically to 21st century learning challenges, as mentioned in the OECD/CERI programme:

1. Master-Class: Specially gifted youngsters are given the opportunity to learn in an environment of other specially gifted youngsters. The project is organised as specific learning activities alongside compulsory school. Topics such as, Advanced Astronomy, Journalism/Creative writing, Innovation, Physics of Doomsday, Advanced Programming and Biology, are openly announced on the internet for youngsters to sign up for.

2. Flexible learning facilities: Hellerup School was built 5 yrs ago, based on the didactics of Learning Styles and Multiple Intelligences. These educational methods are being used and further developed in practice with the active participation of teachers and students. To a large extent students hold co-

responsibility of personal learning processes. Parents are genuinely active participants in the learning processes of their children.

3. IT-didactics in practice: How children and youngsters use the internet facilities constantly in their learning- processes. They are being motivated to do so wherever relevant as well as being motivated to explore independantly multiple ways of learning via internet. This is relevant for learning of all traditional topics of the curriculum.

To be mentioned in particular is the use of digital port-folios among students aged 6-9, offering thereby the oppportunity of close web-based dialogue between children, teachers and parents concerning the studnets' individual learning and development. Among students aged 9-13 focus is placed on web-based foreign language-learning in particular. General focus is new ways for students to acquire learning.

4. Students' individual reflection as the meta-cognitive learning-motor. How teams of teachers use specific methods to specifically motivate young students to learn via their personal concious reflection of their learning processes and their academic level.

Evidence

Is there any evidence or indications showing that this initiative achieves the outcomes that it is aiming at?

ad 1: A local evaluation report, made independently by external evaluators.

ad 2: Compulsary quality-reports made every year on request by Ministry of Education

ad 3: Research report covering 3 yrs of research by The Educational University of Denmark (DPU-University College)

ad 4: No reports available as yet

Learning Aims / Intended Learning Outcomes of the ILE

What are the core learning aims and which knowledge, skills or attitudes are to be acquired? (These may include outcomes related to learners' social, interpersonal, or meta-cognitive development)

Learners

Which group(s) of learners is it aiming at? Who is eligible to take part? How many learners are there? What are their ages?

Facilitators

Who are the teachers/facilitators? Who are the leaders? What are their professional backgrounds? What are their roles?

For projects 2-4: Regular teachers of the mentioned schools.

For project 1: Specially selected university-professors and other external specialists.

Organization of the ILE

How is learning organised? How do learners and facilitators interact? What kind of pedagogy do they follow? What curriculum is used?

Ad 2 & 3: Learning is organised partly in permanent classes and partly in smaller groups of students from several classes. Learning activities are planned on the basis of the specific needs and strengths of each individual student, taking into consideration theories and practice of Learning Styles, Flexible learning,

Flexible learning environment and facilities, as well as the actual contents of the subject matter for the student to learn.

Learning takes place in a reciprocal interaction between children and adults as well as among children in groups or pairs. The pedagogical set of theories behind this are those of students' co-responsibility of their own learning, students' involvement in decisionmaking of their own learning, pleasure taken in individual learning and "work", as well as the theory of Flow

Dunn & Dunn as well as Howard Gardner are the main sources of pedagogical inspiration, as well as Peter Lang inspire us in terms of Appreciative Inquiry concerning leadership and management.

Learning Context

In which context does learning take place? What does the physical learning environment look like? Are community resources used to facilitate learning and how?

www.youtube.com/watch?v=glmSEAgSsok

History of ILE

Who initiated it? For what reasons was it started and with what purpose? Have these changed since?

For all projects: The school in dialogue with the school development section of municipality. Over the past 8 years a massive pedagogical innovation process has taken place concerning all schools in Gentofte, including adjustment of buildings and learning environments to the new pedagogical practice.

Funding of the ILE

How is it funded?

Regular budgets combined with small extraordinary budget expansions at municipal level. A larger budget expansion has financed the changes of school buildings over the aforementioned 8-year period.

Learning Outcomes

What are the learning outcomes achieved by the ILE, including academic, social, interpersonal and meta-cognitive outcomes? How is learning assessed?

Regular evaluation on a daily basis.

ad 3: A group of students took part in World Championships of IT-learning in Hong Kong 2008.

Documentation describing or evaluating the ILE

Is there documentation on this learning environment? Is there a website? Films? Research reports or evaluations? Other forms of documentation? (please supply references or links)

Research and evaluation reports as mentioned above + websites

Other information you consider to be relevant to describe the ILE