



## The Brookline Community BHS Educational Visioning Process

On June 24, 2014, a representative group of Brookline High School (BHS) administrators, teachers, students, parents and community stakeholders (see participant list on next page) participated in an Educational Visioning workshop run by Symmes, Maini and McKee Associates (SMMA) and New Vista Design. The workshop was one of two six-hour long collaborative sessions designed to inform the high school study process. Participants were led through a step-by-step visioning process aimed at capturing their best thinking about BHS's current and future educational goals and priorities, and then connecting these goals and priorities to best practices in innovative school facility design.

During the first workshop on Tuesday, June 24, 2014, participants engaged in activities that explored the following topics:

- **Elements of powerful learning** that lead to academic engagement and success
- **21<sup>st</sup> century teaching and learning practices** that are being influenced by digital technology and our changing economy
- **21<sup>st</sup> century learning goals** that distill the group's best thinking with regard to BHS's current and future educational programming and priorities
- **21<sup>st</sup> century design patterns** that innovative schools throughout the country have put into practice in order to make their forward-thinking learning goals come alive on the level of facility design

In the second workshop, tentatively slated to take place on Tuesday, September 23, 2014, participants will engage in activities that explore the following topics:

- **Initial findings** with regard to the number of HS classrooms needed based on course offerings and projections, as well as existing room sizes as compared to MSBA standards.
- **21<sup>st</sup> century spaces** to inspire creative thinking about Brookline's facility needs.
- **Guiding principles for design** that emanate from learning goals and design patterns, and serve to articulate priorities for facility design
- **Blue sky Ideas** that push the limits of participants' thinking about what is possible and, subsequently, identify what might be possible
- **Key spaces and adjacencies** that align with and support the changing needs of the high school campus and its vision for the future

The following pages contain notes recorded during the June 24<sup>th</sup> Educational Visioning Workshop.





# Brookline Community BHS Educational Visioning Participant List (Full List to be developed)

June 24, 2014 (8-3PM)

Name	
Deb Holman	Headmaster
Hal Mason	Assistant Headmaster, Brookline High School
Phil Poinelli	SMMA
Robert Kramer	SMMA
David Stephen	New Vista Design
Peter Rowe	Deputy Superintendent for Administration and Finance
Christien Polos	Performing Arts Department Teacher Leader Brookline High School
Sergio Moriguani	Planning Board
Danna Remen	Parent
Jeff Feldgoise	Brookline High School PTO
Andrew Kimball	Brookline High School World Language
Harry Bohrs	Advisory Committee
Ken Goldstein	Board of Selectmen
Aubrey Love	Brookline High School Science
Jessica Sims	
Nathaniel Bekere	
Eric Schiff	Guidance Counselor, Dean Butchart Team, Brookline High School
Erin Gallentine	Director of Parks
Lisa Jackson	School Committee
Susan Wolf Ditkoff	School Committee
Stewart Silvester	PTO
Lenny Libenzon	Guidance Department Chair, Brookline High School
Sarah Orlov	Special Education Director, Brookline High School
Stephanie McAllister	9th World History, Philosophy, Economics, Teachers Mentoring Teachers, Brookline High School
Melissa Battite	Recreation
Eoin Walsh	Students
Teddi Jacobs	Health & Fitness Department, Brookline High School
Brittany Stevens	Career Technology Education/CCC, Brookline High School
Gary Shiffman	Social Studies Curriculum Coordinator, 9th World History, Brookline High School
Billy Graham	Health & Fitness, Brookline High School
Roger Grande	Social Studies, Brookline High School
Pete Rittenburg	Director of Athletics, Brookline High School



Edward Farhi	Parent
Sharon Jason	Parent
Dan Bresman	Coordinator/Counselor, School Within a School (SWS) -DHS
Anthony Meyer	Dean of 9 <sup>th</sup> and 11 <sup>th</sup> Grades, Brookline High School
Scott Butchart	Dean of 10 <sup>th</sup> and 12 <sup>th</sup> Grades, Brookline High School
Josh Paris	Chair, Math Department, Brookline High School
Malcolm Cawthorne	US History, African American Studies, Tutorial, Brookline High School
Mary _____	
Janet Fierman	Building Commission
Rachel Rubin	Community
Laurie Sheffield	English, Brookline High School
Joe Ranft	Community/Parents
Alicia Mitchell	Visual Arts, Brookline High School
Claudia Dell'Anno	Adult Education, Brookline High School
Arnie Marcus	Career & Tech Ed, Brookline High School
Ed Wisner	Physics, Science Department and STEAM Group, Brookline High School

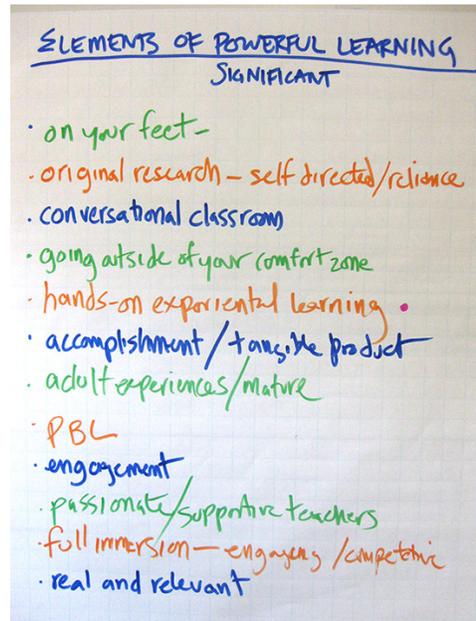




## Brookline Community BHS Educational Visioning Elements of Powerful Learning

The following list highlights Elements of Powerful Learning that were identified by participants after reflecting on their own most powerful learning experiences during their K-12 years. Small mixed groups of participants then brainstormed elements common to each of their experiences. A comprehensive list of these elements was then recorded within the large group.

- Self-reliance
- High engagement
- Original research
- Project-based learning
- Tangible end-products
- Self-directed learning
- Accomplishment
- Adult experiences and mentoring
- Going outside of one's comfort zone
- Hand's-on and experiential learning
- Passionate and supportive teachers
- High expectations and the provision of guidance
- Multi-level and sequential problem-solving
- Mature behavior and high expectations
- Full immersion – engaging and competitive
- Real and relevant learning
- Conversational classrooms
- Collaborative work
- Hard work and practice
- Outside-of-the-box experiences
- Taking risks and going beyond the known
- Presenting to an authentic audience
- Frank, quick and authentic feedback
- Exposure to higher level thinking
- Influence of teachers
- Student voice and choice
- Great coaching/athletic challenge
- Online learning
- Working on your feet
- Autonomy





## DRAFT Learning Goals 1.0

The following list of priority '21<sup>st</sup> Century Learning Goals' for Brookline High School students was developed by mixed teams of workshop participants. Eight teams of six participants worked to create their own priority listing of learning goals, after which each team presented to the larger group. Each list was then displayed in a gallery format and participants were given the opportunity to vote for their top six priority learning goals. Goals are listed below in order of the number of priority votes they received, with each learning goal given six base points for appearing on one of the original team lists, and each subsequent priority vote given one point.

### BHS Learning Goals DRAFT 1.0

- **Critical Thinking and Problem Solving**

(79 votes)

- Student-Centered Learning
- Locating, Assessing and Analyzing Information
- Analysis and Praxis
- Prioritizing and Planning
- Managing and Balance
- Ownership of Learning
- Common Sense
- Skepticism
- Research
- Asking Questions
- Understanding Learning Styles
- Knowing Yourself
- Learning to Learn
- Life-Long Learner
- Finding Your Voice



- **Citizenship and Ethics**

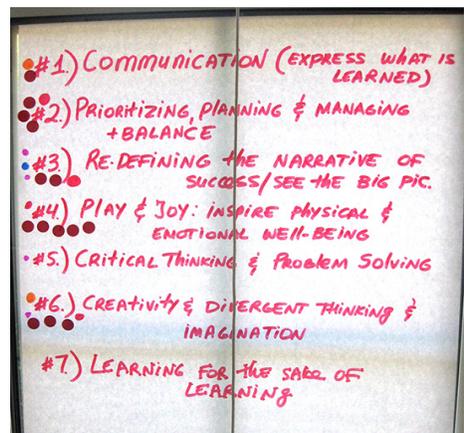
(76 votes)

- Doing the Right Thing
- Connecting to Community
- Empathy
- Attention to the World
- Global Perspective and Awareness
- A Sense of Community Beyond Local
- Personal, Social and Civic Responsibility
- Integrity
- Humility





- **Play and Joy** (68 votes)
  - Inspiring Physical and Emotional Well-Being
  - Having Fun
  - Redefining the Narrative of Success
  - Seeing the Big Picture
  - Mind-Body Integration
  - Valuing Growth Over (or as much as) Achievement
  - Positive Learning Attitudes
  
- **Communication** (59 votes)
  - Speaking, Listening, Writing and Reading
  - Express What is Learned
  - Effective Communication
  - Emotional Intelligence
  - Social Reasoning
  - Public Speaking
  
- **Agility and Adaptability** (51 votes)
  - Change Over Time
  - Grit and Risk Taking
  - Entrepreneurial Initiative
  - Perseverance
  - Positive Learning Behaviors
  
- **Curricular and Digital Age Literacy** (47 votes)
  - Core Content
  - Content Knowledge
  - Mastery of Core Academic Content
  - Mastery of Interested Subjects
  - Making Sense of Information
  
- **Creativity and Imagination** (46 votes)
  - Divergent Thinking
  - Curiosity and Exploration
  - Learning for the Sake of Learning
  - Inventive Thinking
  - Open to Other Ideas and Experiences
  
- **Collaboration** (38 votes)
  - Working Well with Others
  - Goal Oriented Teamwork





# DRAFT Design Patterns 1.0

The following list of priority ‘21<sup>st</sup> Century Design Patterns’ was developed by mixed teams of workshop participants. Eight teams of six participants worked to create their own priority listing of facility design patterns, after which each team presented to the larger group. Each list was then displayed in a gallery format and participants were given the opportunity to vote for their top six priority design patterns. Patterns are listed below in order of the number of priority votes they received, with each design pattern given six base points for appearing on one of the original team lists, and each subsequent priority vote given one point.

## • Flexible Spaces and Furniture (94 votes)

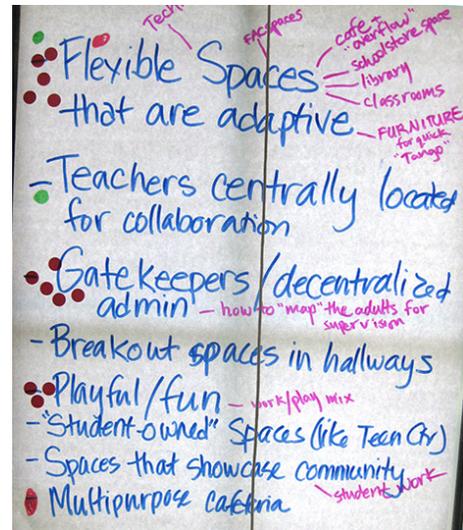
- Fluid and accessible to all
- Variable sized classes
- Movable furniture and walls
- Flexible technology
- Spaces that are adaptive (have many uses)
- Display
- Light and Flexible furniture for quick “tango”
- Library, classrooms, cafeteria, school store
- Breakout spaces in hallways
- No corridors – flexible use patterns and circulation
- Less specialization
- Multi-purpose cafeteria
- Not isolating groups
- MLK Room
- Mid-size flexible commons space
- Loft or warehouse space
- Space less formal and institutional
- Look for new ways to schedule tests and AP exams
- Good acoustic separation
- Better systems and habits of sharing space
- Multi-use auditoriums (small auditoriums)

## • Commons Areas and Learning Studios (55 votes)

- Classrooms surrounding a work space
- Common spaces for work/play mix
- Student Lounges
- Spaces that showcase student work and community
- “Student-owned” spaces like the Teen Center
- Lecture spaces surrounded by breakout spaces
- Hallways varied with activity areas

## • Teacher Teaming (39 votes)

- Collaboration of teachers and subjects
- Faculty interaction (cafeteria)
- Teachers centrally located
- Shared department space for all departments
- Faculty: accidental meetings
- Faculty conference space





- **Greeting and Gatekeeping** (33 votes)
  - Safety
  - Welcoming area
  - Entry for community use after school hours
  - Decentralized administration
  - “Mapping” adults for informal supervision
  - Community access
  
- **Visible Community of Learners** (24 votes)
  - Spaces that showcase student work
  - Some level of transparency



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- **Maker Spaces** (18 votes)
    - FAB Labs with multiple uses
    - Playful and fun – work/play mix
  
  - **Integration and Use of Outside Space** (16 votes)
  
  - **Spa/Gym/Café/Rock Wall** (14 votes)
  
  - **Adaptive Reuse** (12 votes)
    - Rethink use of Language Labs, Cafeteria, Locker Rooms and Library
  
  - **Building as Teacher** (9 votes)
    - Green and sustainable
  
  - **Ownership of an Area/Space** (9 votes)
    - SWS or house system
  
  - **Tech Connectivity** (7 votes)
  
  - **Keep Administration Together (Dean’s Teams)** (6 votes)

