

the FUTURE & LEARNING @ WAB 2021

FLOW21

connect • inspire • challenge: make a difference



AMBASSADOR TRAINING: LEVEL 1

WHY ARE WE DOING FLOW21?

4 BIG REASONS WHY.

1. NEW TECHNOLOGIES ARE CHANGING EVERYTHING WE DO, INCLUDING SCHOOL.
2. THE CONVENTIONAL MODEL OF EDUCATION IS NO LONGER SUFFICIENT.
3. GLOBALLY, KINDERGARTENS TO UNIVERSITIES ARE INNOVATING.
4. PEOPLE LEARN DIFFERENTLY AND AT DIFFERENT SPEEDS.

The Future of Employment

Carl Benedikt Frey & Michael Osborne

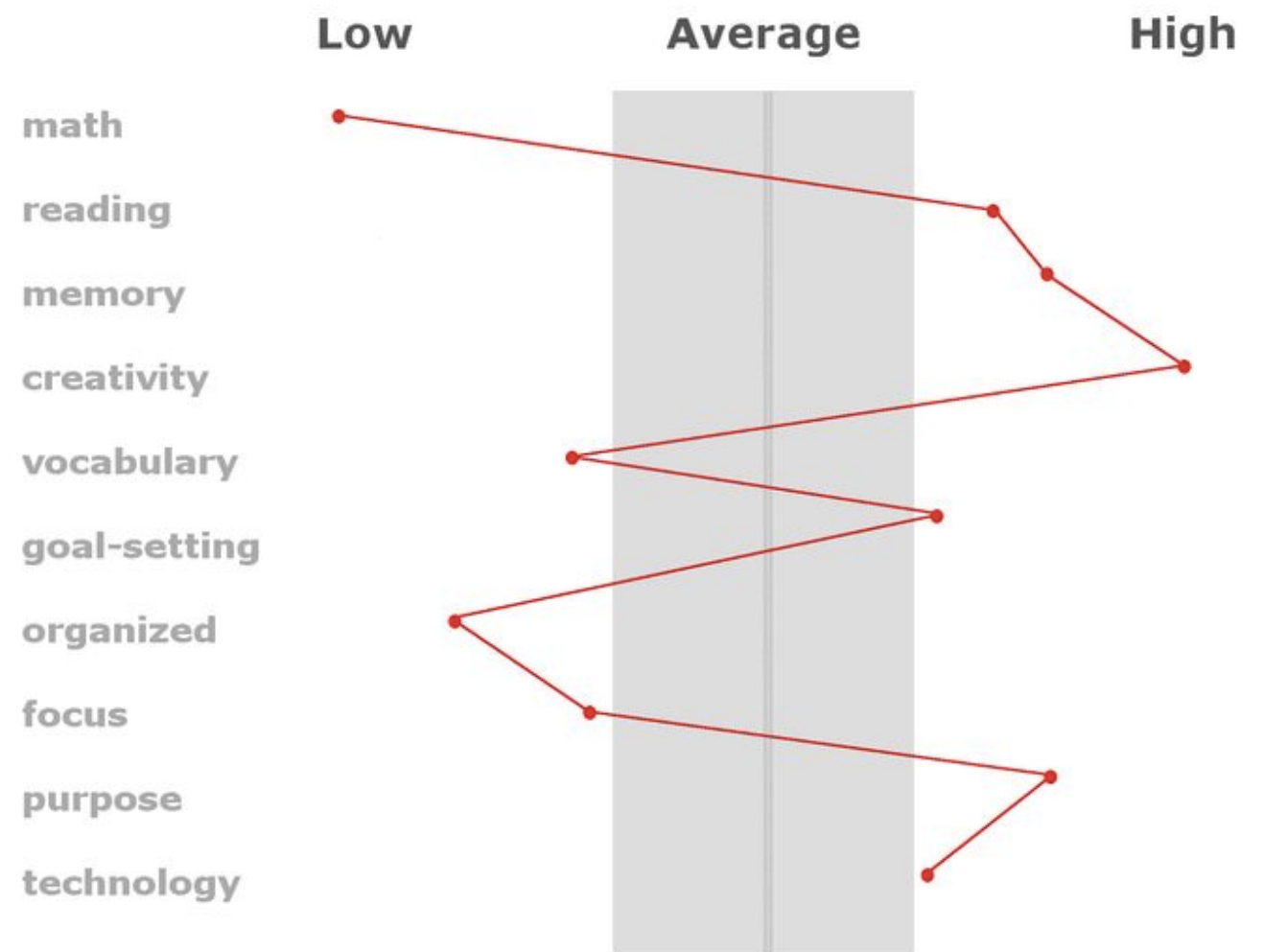
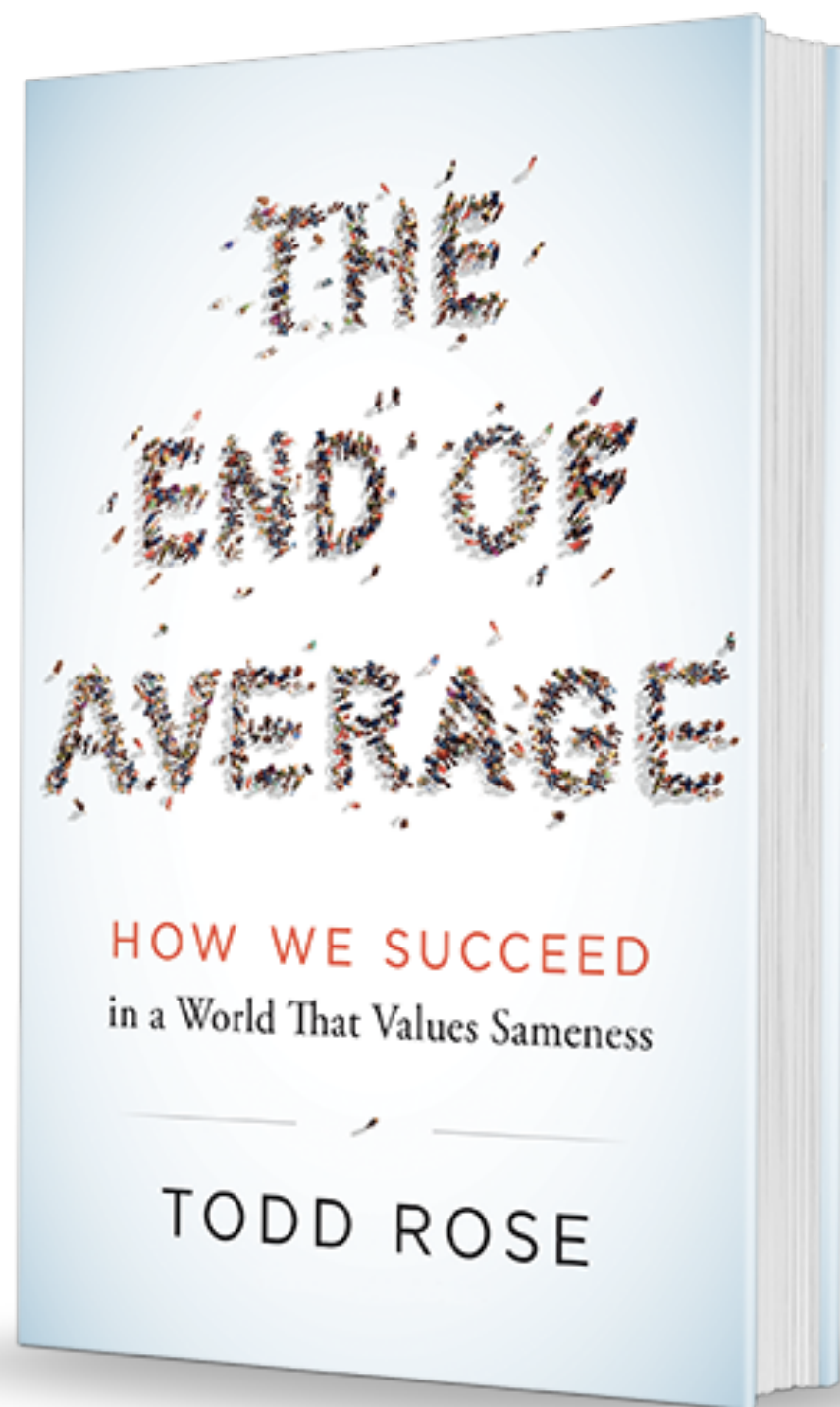


702 OCCUPATION TYPES

"ACCORDING TO
OUR ESTIMATES,
ABOUT 47% OF
TOTAL U.S.
EMPLOYMENT
IS AT RISK."



<http://www.oxfordmartin.ox.ac.uk/>



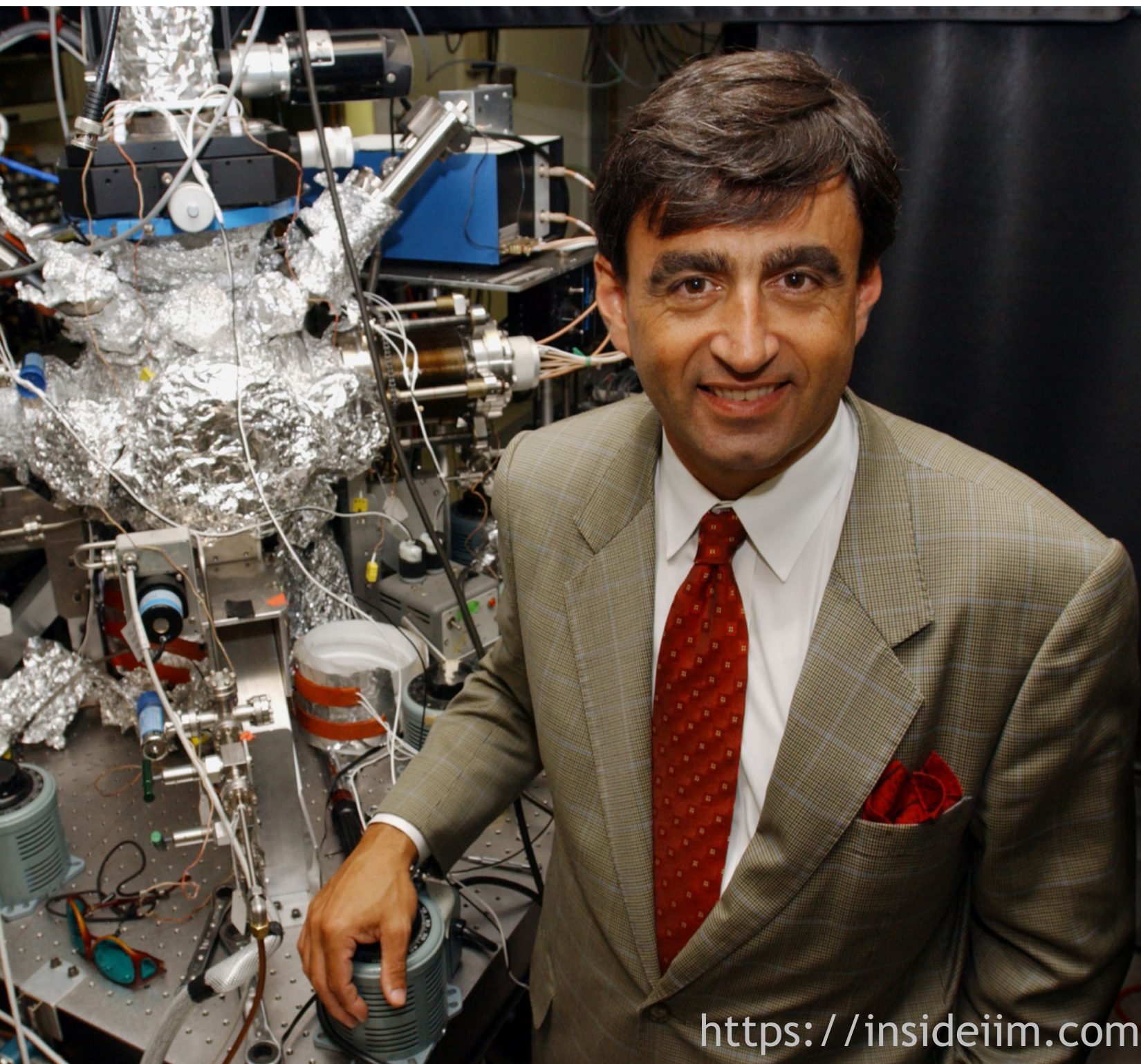
<http://www.personalizelearning.com/search?q=jagged>



Ørestad Gymnasium. Copenhagen, Denmark.

LEARNING COMMUNITIES





<https://insideiim.com>



HARVARD

John A. Paulson
School of Engineering
and Applied Sciences

Prof. Eric Mazur

**Balkanski Professor of
Physics and Applied Physics**

Peer Instructions
Flipped Classrooms
Active Learning

results of his students

Active learning increases student performance in science, engineering, and mathematics.

2014 S. Freeman, S.L. Eddy, M. McDonough, M.K. Smith, N. Okoroafor, H. Jordt, and M.P. Wenderoth.

“These results indicate that average examination scores improved by about 6% in active learning sections, and that students in classes with traditional lecturing were 1.5 times more likely to fail than were students in classes with active learning.”



JOHN HATTIE: VISIBLE LEARNING

META ANALYSIS OF 30,000 RESEARCH PAPERS
AN EFFECT SIZE OF 0.40 = ONE YEAR OF GROWTH

Teacher Credibility	0.90
Classroom Discussions	0.82
Reciprocal teaching	0.74
Student-Teacher Relationship	0.72
Feedback	0.72
Spaced Practice	0.71
Not Labeling Students	0.61
Active Learning	0.60
Direct Instruction	0.59
Mastery Learning	0.57
Peer Tutoring	0.55
Computer Assisted Instruction	0.33
Homework	0.29
Class Size	0.21
Home Corporal Punishment	-0.33

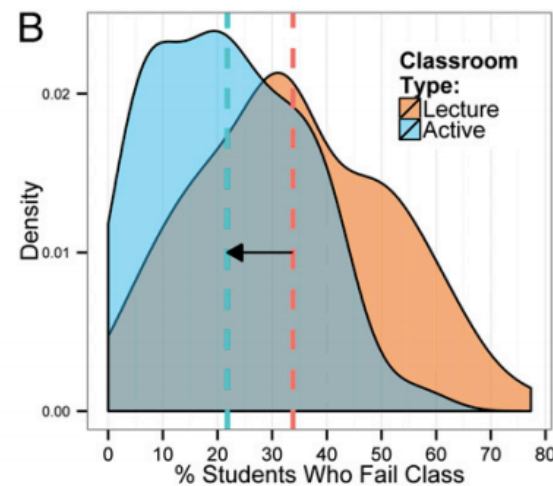
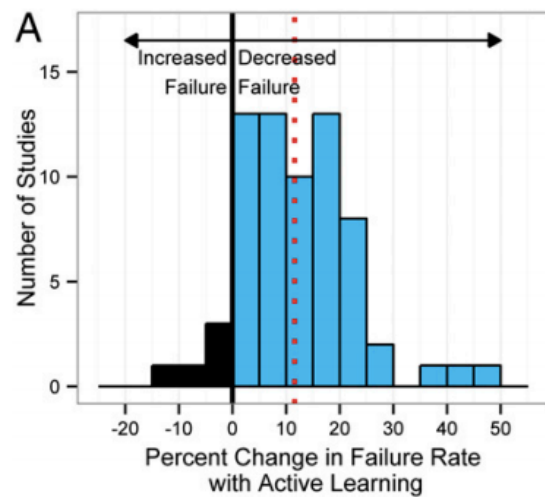


Twilight of the Lecture - Harvard Magazine

harvardmagazine.com

"Active learning" may overthrow the style of teaching that has ruled universities for 600 years.

<https://harvardmagazine.com/2012/03/twilight-of-the-lecture>



Active learning increases student performance in science ...

www.pnas.org

Active learning increases student performance in science, engineering, and mathematics : Eddy, Miles McDonougha, Michelle K. Smithb ...



<http://www.pnas.org/content/111/23/8410.full.pdf?sid=295a89fe-d47a-4d79-ae8a-f1ca42399300>

ACTIVE LEARNING LEADS TO HIGHER GRADES AND FEWER FAILING STUDENTS IN SCIENCE, MATH, AND ENGINEERING

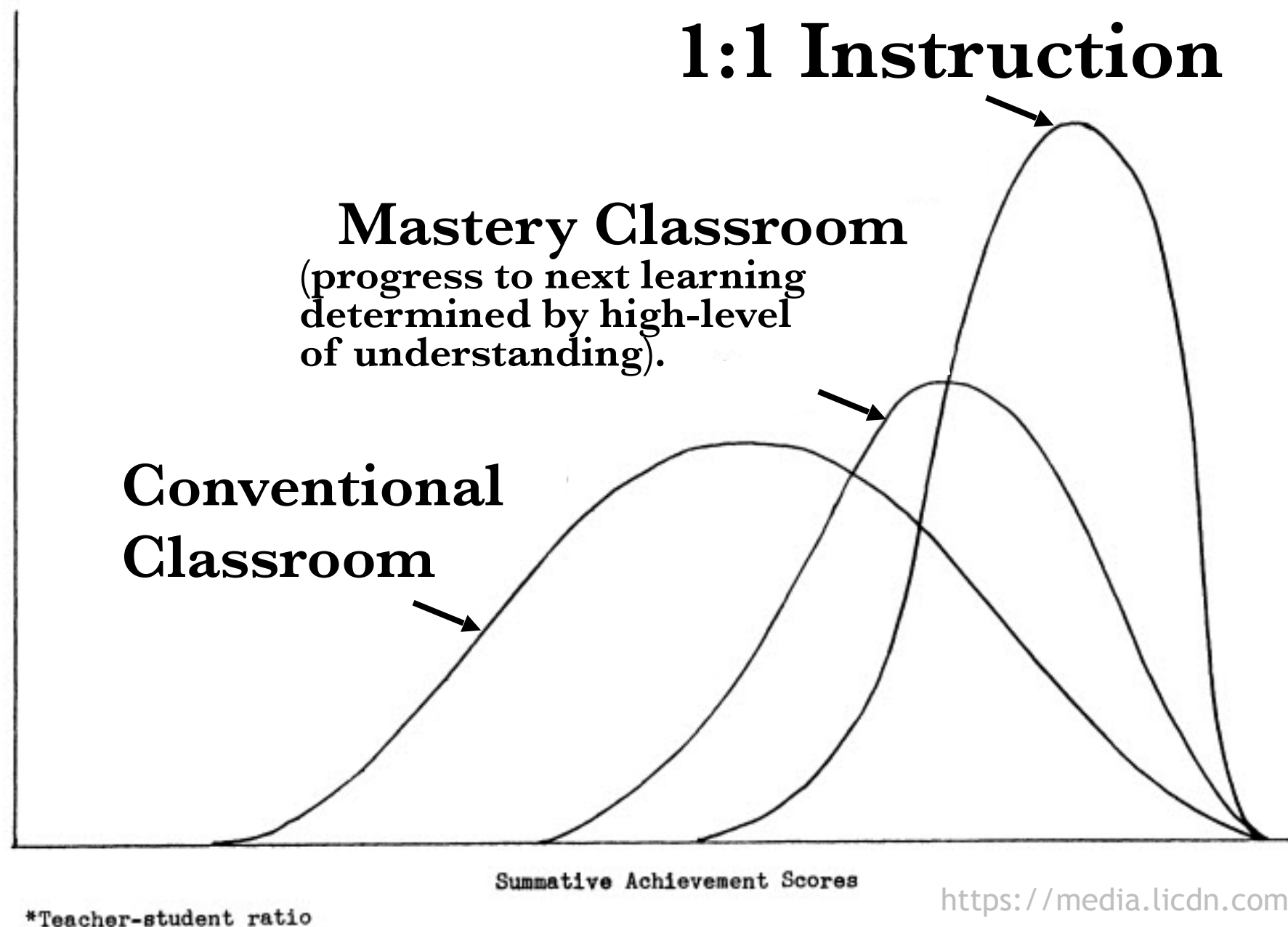
active learning - WIRED

www.wired.com

Think back to when you learned how to ride a bike. You probably didn't master this skill by listening to a series of riveting lectures on bike riding. Instead, you ...



FIGURE 1. Achievement distribution for students under conventional, mastery learning, and tutorial instruction.



2 SIGMA PROBLEM

B. Bloom

BLOOM CONCLUDED, 1:1 INSTRUCTION IS BY FAR THE MOST EFFECTIVE TEACHING STRATEGY, BUT IT IS IMPOSSIBLE TO ACHIEVE IN A CONVENTIONAL CLASSROOM.

SDL Results at IICS

ATTENTION
DRIVES
LEARNING

EMOTIONS
DRIVE
ATTENTION

Attention is critical.

Getting it and keeping it, when the average attention span is 5 seconds.

Generating insights takes time.

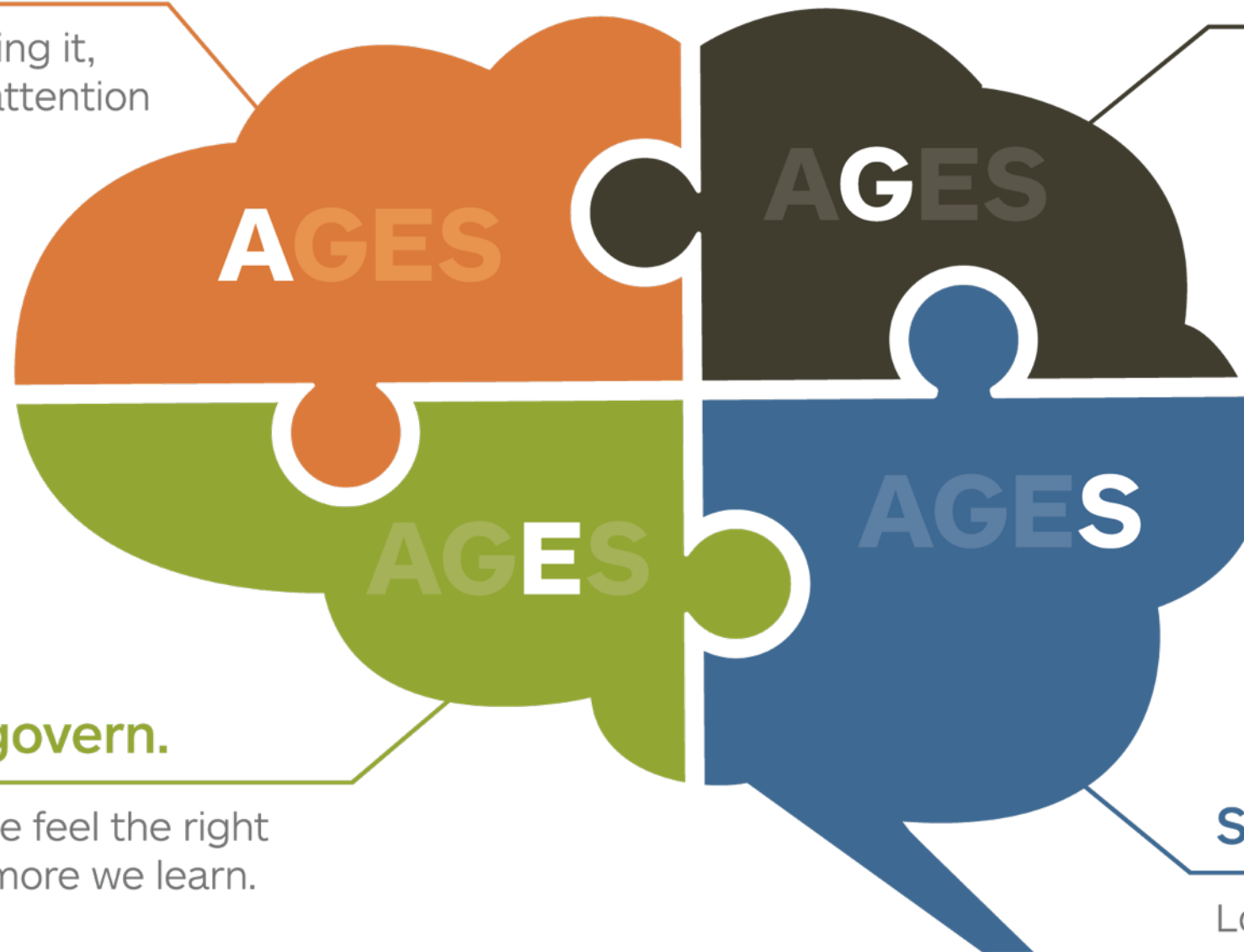
Learning is a journey. People need time and opportunities to make their own meaning.

Emotions govern.

The stronger we feel the right emotions, the more we learn.

Spaced learning sticks

Longer term recall is best when we learn over several sittings.



Source: "Your Brain on Learning". CLO Magazine, Apr-2015, quoting research from NYU



<http://website.education.wisc.edu/edneurolab/wp-content/uploads/2012/10/neurocollage2.jpg>

EACH
LEARNER IS
A UNIQUE
LEARNER

CONVENTIONAL EDUCATION REWARDS
FAST LEARNERS AND DISADVANTAGES
OTHERS. RESEARCH SUGGESTS
SLOWER LEARNERS CAN BE DEEPER
LEARNERS. T. ROSE



AMBASSADOR TRAINING: LEVEL 2

WHAT IS FLOW21 AND HOW IS IT BEING DEVELOPED?

6 UNDERSTANDINGS ABOUT WHAT AND HOW.

1. HOW DID FLOW21 GET STARTED AND WHAT HAPPENED LAST YEAR?
2. WHAT IS THE EDUCATIONAL ECOSYSTEM?
3. WHAT IS THE COMMITTEE, WORKING GROUP, INDIVIDUAL ACTIONS STRUCTURE?
4. WHAT IS THE VISION, OUR TARGETS, AND FIATS?
5. WHAT IS THE LOGIC BEHIND THE CHANGE MANAGEMENT?
6. WHAT HAS BEEN ACCOMPLISHED THIS YEAR?

a bit of serious fun
with the rather heady,
bold, and informal question,
what might the
future of learning
look like at WAB?



ES: SELF-DIRECTED LEARNING



SELF DIRECTED LEARNING

STUDENT PERSPECTIVES: 5K

WAB'S GRADE 5 STUDENTS

MS GRADE 7: MARCH EXPERIENCE

the FUTURE & LEARNING & WAB 2021

Grade 7 FLoW21 Experience

A brief outline of what to expect

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HS GRADE 11: BIOLOGY AND PSYCHOLOGY CLASSES
JOINT INTER-DISCIPLINARY UNIT. STUDENTS CO-CONSTRUCTED
THE CONTENT AND ASSESSMENT RUBRIC OF THEIR PRODUCT.
TEACHERS ASSESSED THE OVERALL PROCESS AND LEARNING
USING BROAD IB GRADE BOUNDARY DESCRIPTORS.





**Learning
Architecture**



**Learning
Culture**



**Learning
Ecology**



Founded in 1885



NEASC Visitors look for progress on the Continuum for each Learning Principle and they looking for evidence of the 4 C's:



NEASC Visitors look for progress on the Continuum for each Learning Principle and they looking for evidence of the 4 C's:

- Conceptual understanding of learning
- Commitment to the transformational process
- Capacity for change
- Competence to achieve it

*other
awesome*

A FEW THINGS WE'RE
DOING HERE & NOW!

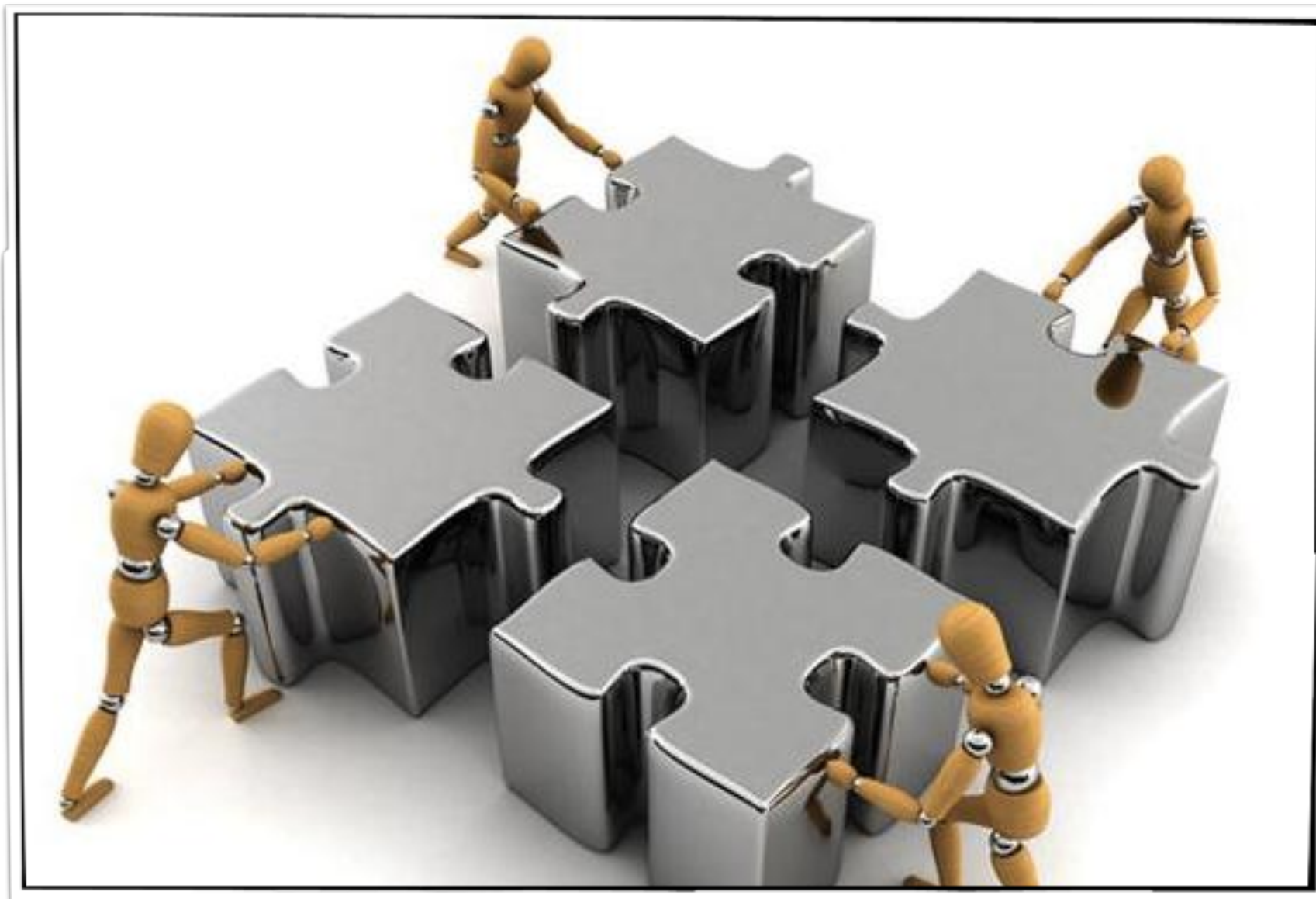
OUR CRITICAL REFLECTIONS
OUR COGNITIVE CONFLICTS
OUR CONSTANT LEARNING
OUR IRREPRESSIBLE COURAGE



- Robert Harrison
Nov 2016 PD Day
- Standards and Practice
72 reduced to 42?
- Continuum Evaluation
compliance to cohesions
- Communication
WAB is working with the IBO
- ATLs
measured and reported
- Learner Agency...

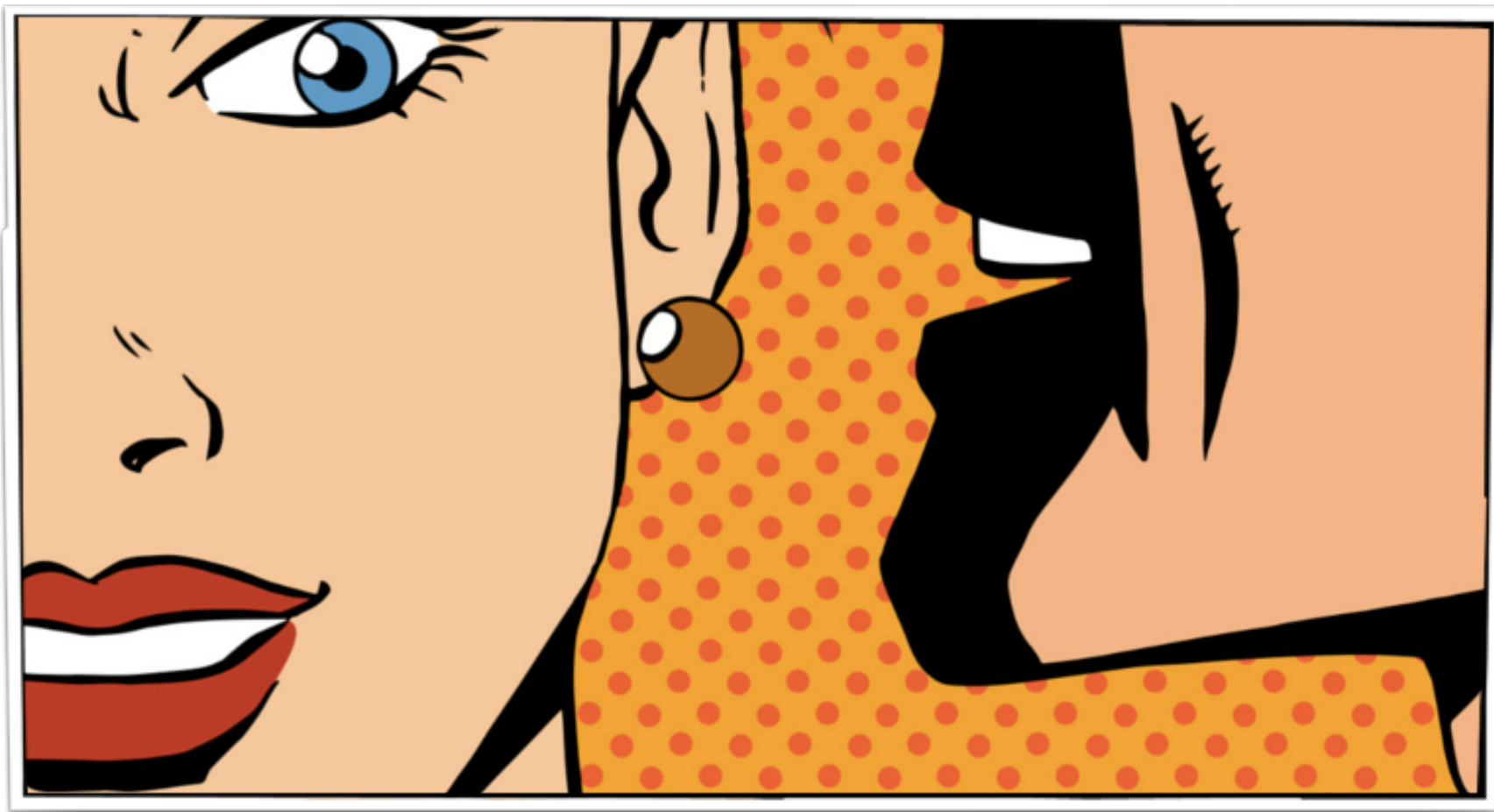
FLOW21

FLow21 PARENT LINK COMMITTEE



FLOW21

AMBASSADORS



<http://pas-wordpress-media.s3.amazonaws.com/>

PARENTS: PARENT AMBASSADOR TRAINING





the FUTURE OF LEARNING & WAB 2021

2021

Change: make a difference

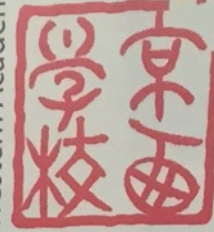
PERFECTLY
SCHOOL'S MISSION
VALUES

FOR EVERY STUDENT
COMMUNITY





Western Academy of Beijing

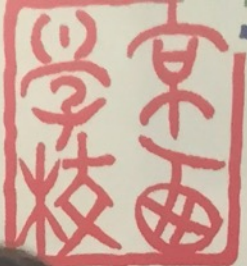


LEARNING





Western Academy



WAB 2021

W21

make a difference

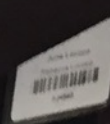
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SION

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ENT

I'm a Parent Ambassador
ASK ME!!
Parent Ambassador
ASK ME!!

I'm a Parent Ambassador
ASK ME!!
Parent Ambassador
ASK ME!!
向我提问!!!
家长代表





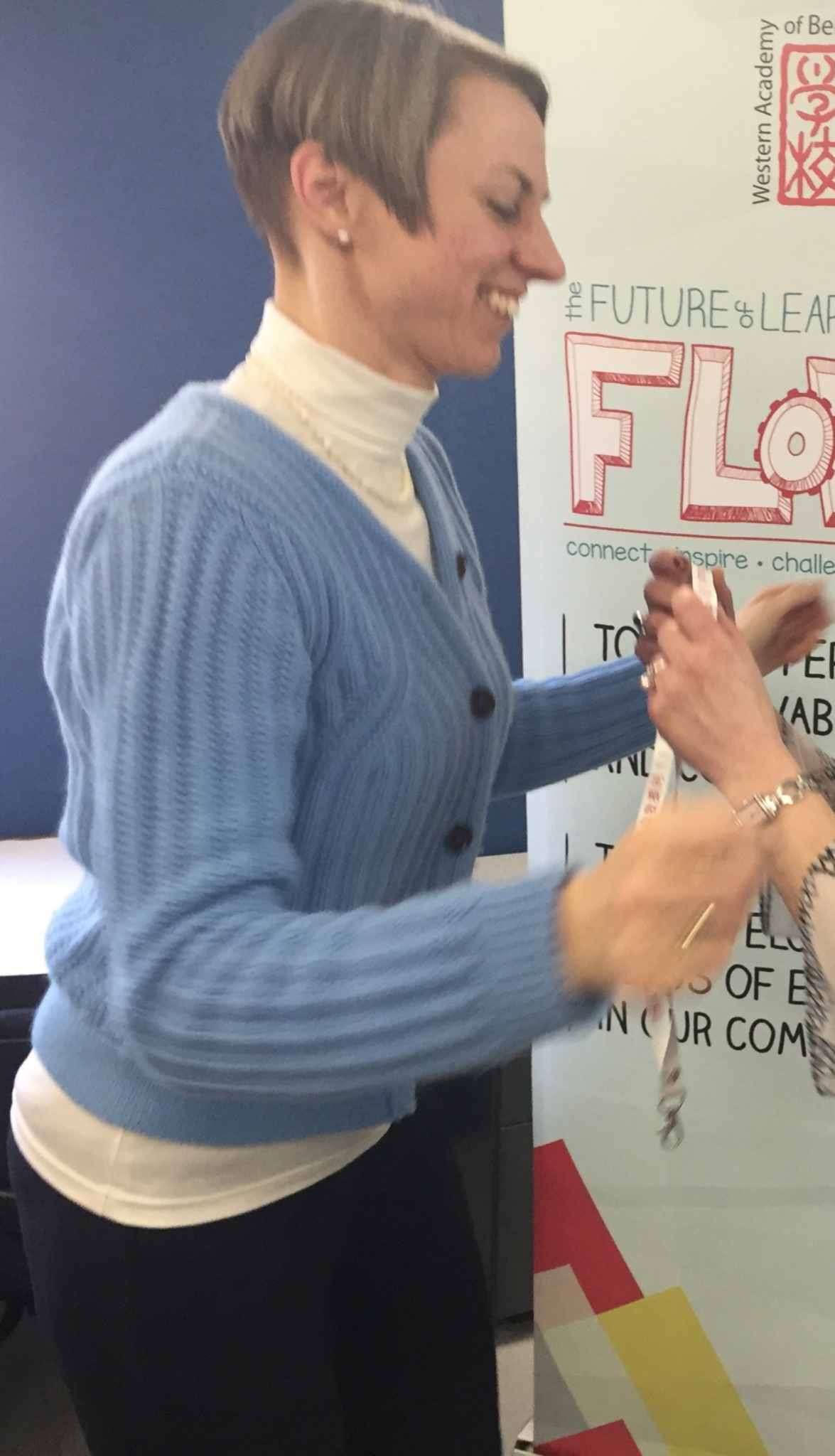
the FUTURE of LEARNING at WAB 2021

FLOW21

connect • inspire • challenge: make a difference

TO PERFECTLY
WAB'S MISSION
AND VALUES

TO
ELEMENTS OF
OF EDUCATION
IN OUR COMMUNITY









安全出口
EXIT

Enjoy reading journals
provided by ES Library
PLEASE RETURN
WHEN FINISHED

JDLTE JDLTE

消火栓
FIRE HYDRANT

家长代表

FANTASY
ELAS
stretch it







THREE KEY UNDERSTANDINGS

1. Self-directed learning is not self-determined learning.
2. FLoW21 is process of ensuring each learner is engaged appropriately in rigorous and high-quality learning.
3. WAB is continuously optimizing students' learning for on-going improvement.

INTEGRATED EDUCATIONAL ECOSYSTEM

1. CURRICULUM
2. TEACHING & INSTRUCTION
3. ASSESSMENT & REPORTING
4. PROFESSIONAL LEARNING
5. SYSTEM TECHNOLOGY
6. SCHEDULES & TIMETABLES
7. LEARNER SCAFFOLDS
8. HOST COUNTRY ENGAGEMENT
9. LEARNING SPACES

CURRICULUM COMMITTEE

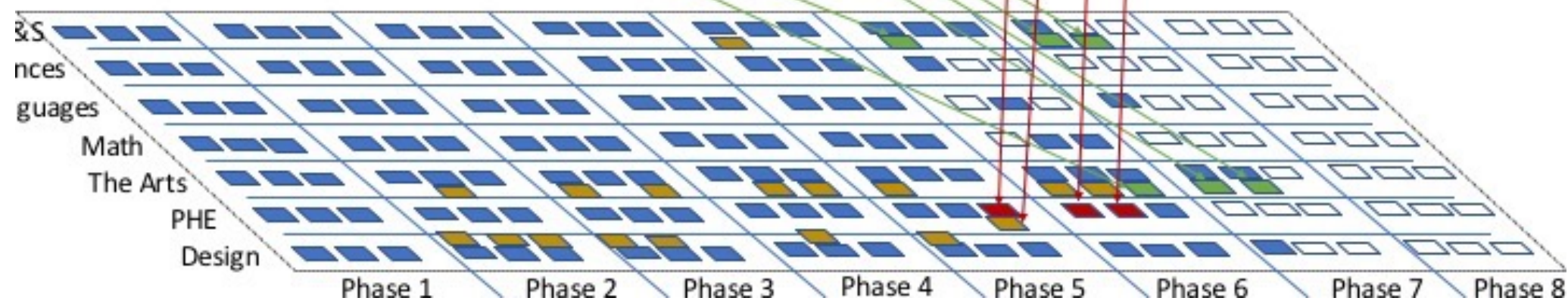
Others experiences are more
mentor-directed (“Join a team!”)

Religious Art

Comparisons of the art from various
faiths can give new perspectives on the
art from our own context

Volleyball team

My mentor believes this will help
me with my movement and
fitness



ASSESSMENT & REPORTING COMMITTEE

GOALS TO BE COMPLETED THIS YEAR

1. Assessment - Determine the types of assessment needed to support competency based curriculum. This includes timely and authentic feedback.
2. Reporting - to create guidelines and expectations for open and constant reporting about holistic development and progress.

LEARNER SCAFFOLDS

COMMITTEE

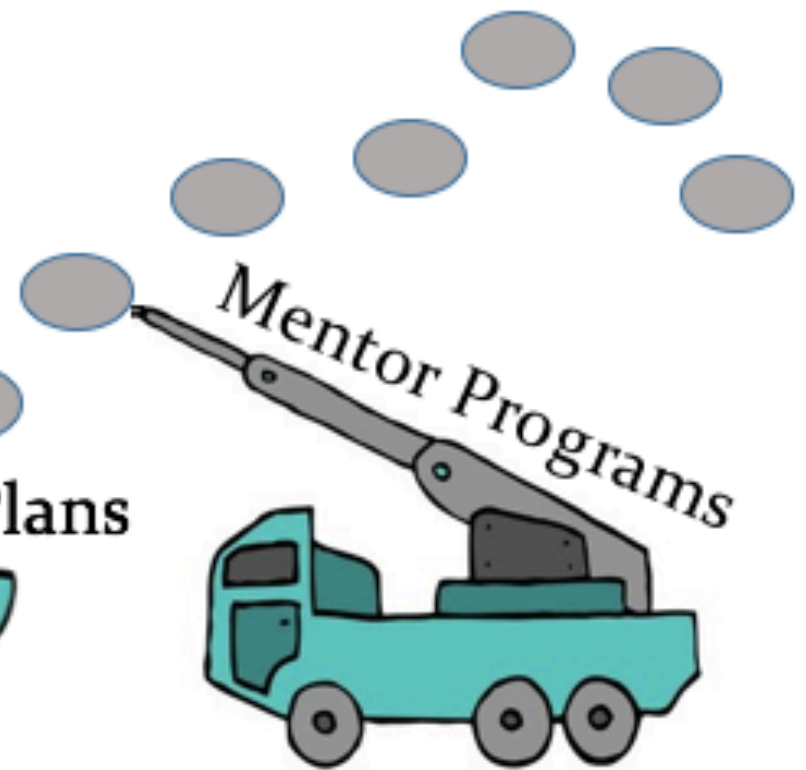
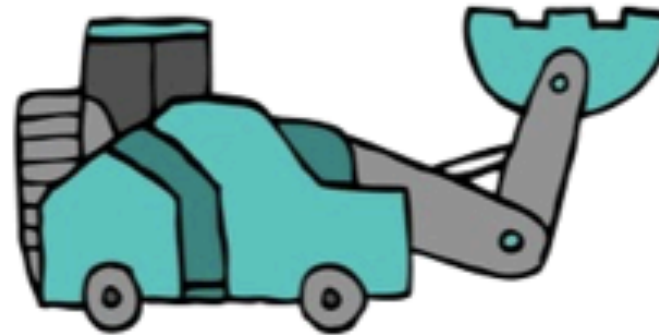
Self-Directed Learning



Individual Learning Plans



Mindfulness



Student

About Me

Current Modules

- Culture Shock
- Comp 1
- Comp 2
- Comp 3
- Comp 4

Goals

Today's Schedule ...

- Place Value
- Culture Shock
- Mod 3
- Mod 4

Competencies

Comp 1

Comp 2

Comp 3

Comp 4

Comp 5

Overall Progress

SCHEDULES & TIMETABLES

COMMITTEE

GOALS TO BE COMPLETED THIS YEAR

We will identify and select schedule and timetable models that serve individual students' needs.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9:30 AM							
10:30 AM							
11:30 AM							
12:30 PM							
1:30 PM							
2:30 PM							
3:30 PM							
4:30 PM							
5:30 PM							
6:30 PM							
7:30 PM							
8:30 PM							
9:30 PM							
10:30 PM							

LEARNING SPACES

COMMITTEE



HOST COUNTRY ENGAGEMENT COMMITTEE

GOALS TO BE COMPLETED THIS YEAR

- 1.WAB Community Engagement
- 2.Local School(s) Engagement

PROFESSIONAL LEARNING COMMITTEE

GOALS TO BE COMPLETED THIS YEAR

- 1.Coaching and Mentoring
- 2.Supervision & Evaluation
- 3.WAB Lab – Professional Development

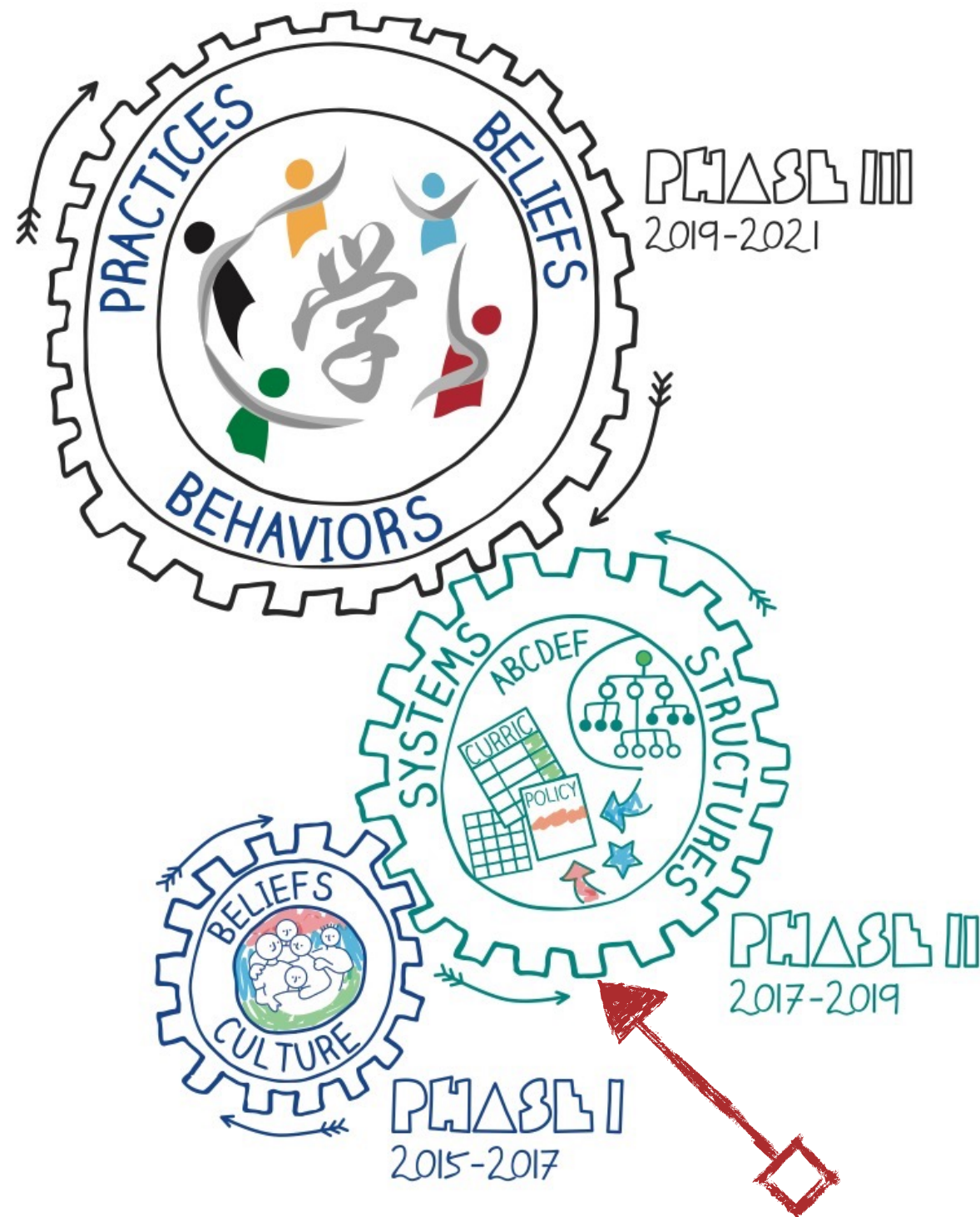


FLOW21

TO MEET THE LEARNING AND DEVELOPMENTAL NEEDS OF EVERY STUDENT IN OUR COMMUNITY.

TO MORE PERFECTLY REALIZE OUR MISSION AND CORE VALUES.

FLOW21

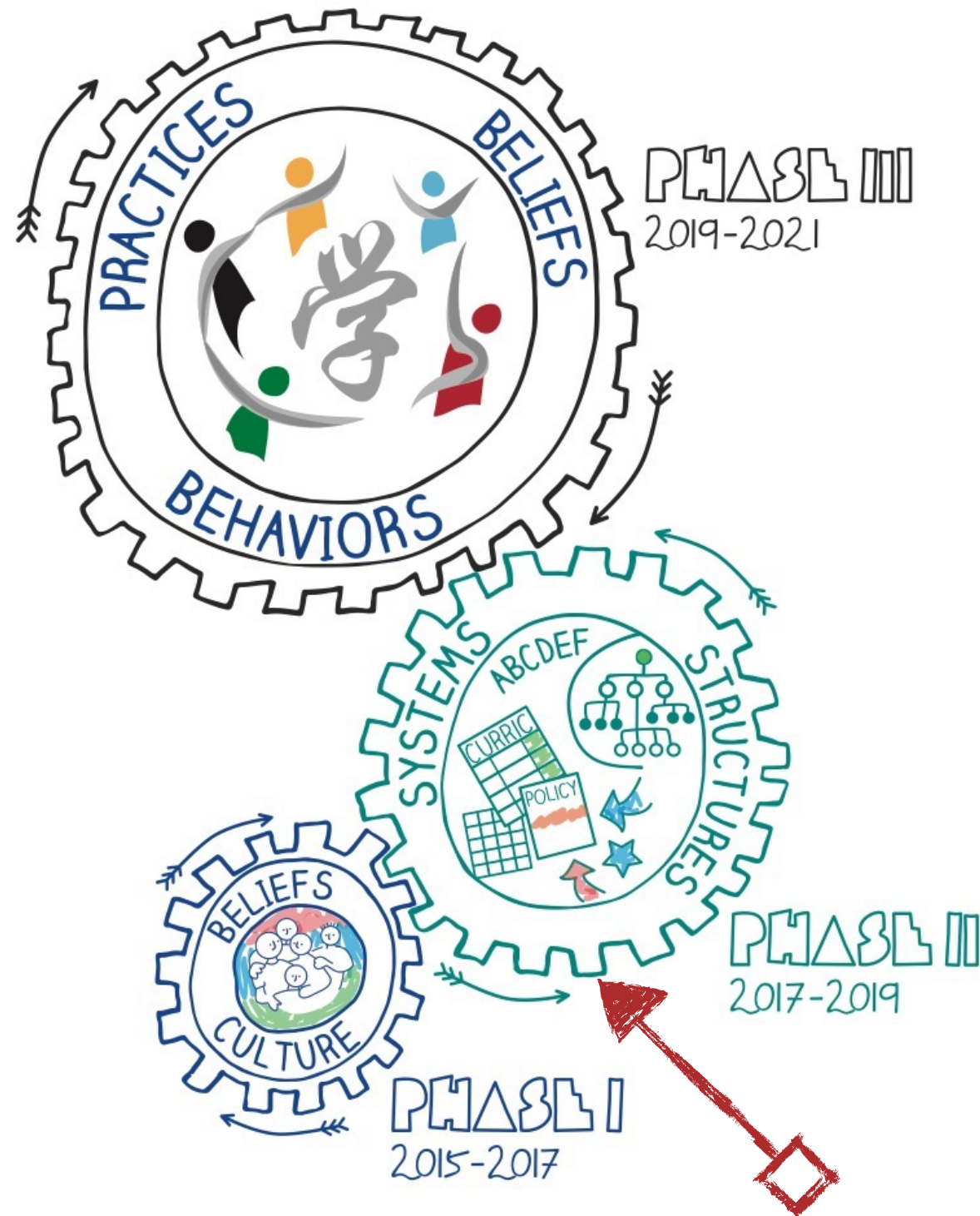


GROUNDING IN TWO YEARS OF THINKING, LEARNING, DISCUSSIONS, AND PRACTICE, THE STEERING COMMITTEE WAS READY TO SET DOWN FOUNDATIONAL PIECES FOR THE FUTURE OF LEARNING AT WAB.

TODAY WE ARE GOING TO SHARE DECISIONS MADE ABOUT SYSTEM AND STRUCTURAL PIECES WAB IS COMMITTING TO DEVELOPING.

WE ARE HERE:
SYSTEMS & STRUCTURES

FLOW21



WE HAVE ALREADY BEGUN DESIGNING AND IN SOME CASE BUILDING THE SYSTEMS AND STRUCTURE WE NEED.

NEXT YEAR WILL BE MORE PURPOSEFUL AND DELIBERATE ABOUT THE ITERATIVE DESIGN, DEVELOPMENT, IMPLEMENTATION, AND IMPROVEMENT OF OUR SYSTEMS AND STRUCTURES.

WE ARE HERE:
SYSTEMS & STRUCTURES



FLOW21 STEERING COMMITTEE CONGRESS 2018

FLoW21 Steering Committee Congress

SYSTEMS & STRUCTURES TO BE DEVELOPED 2018-2019+

WAB'S DEFINITION OF LEARNING: *Learning at WAB is a transformative process which is intentional and iterative, challenging and joyful, and serves an authentic purpose.*

A Progress Mentor program will be developed,
homerooms will evolve into mentorship teams

Every student will have an individual profile
(academic, social, emotional) starting at admission

All school sections will develop schedules and timetables
prioritizing individual learner agency and flexibility

MS & HS will introduce a Day “I” into the schedule.

The current Flow21 committee structure will change
to account for phase two.

SYSTEMS & STRUCTURES TO BE DEVELOPED 2018-2019+

Approaches to Learning (e.g., collaboration, communication, self-management) will be taught, measured, and reported on.

Learners and teachers will work in learning communities, rather than one teacher in one space with 20 students.

Architects will visit wab in May to propose the redesign of all our learning spaces - shifting to learning communities

All positions of responsibility (i.e. grade level leaders, heads of department, coords) will be Key FLoW21 leaders

ASAs/WABX/WAB Wild -The continuation of these programs is assured. Structures will change to foster explicit and authentic connections to curriculum.

SYSTEMS & STRUCTURES TO BE DEVELOPED 2018-2019+

Reporting will shift to regular updates on student progress across all academic, social, and emotional measures

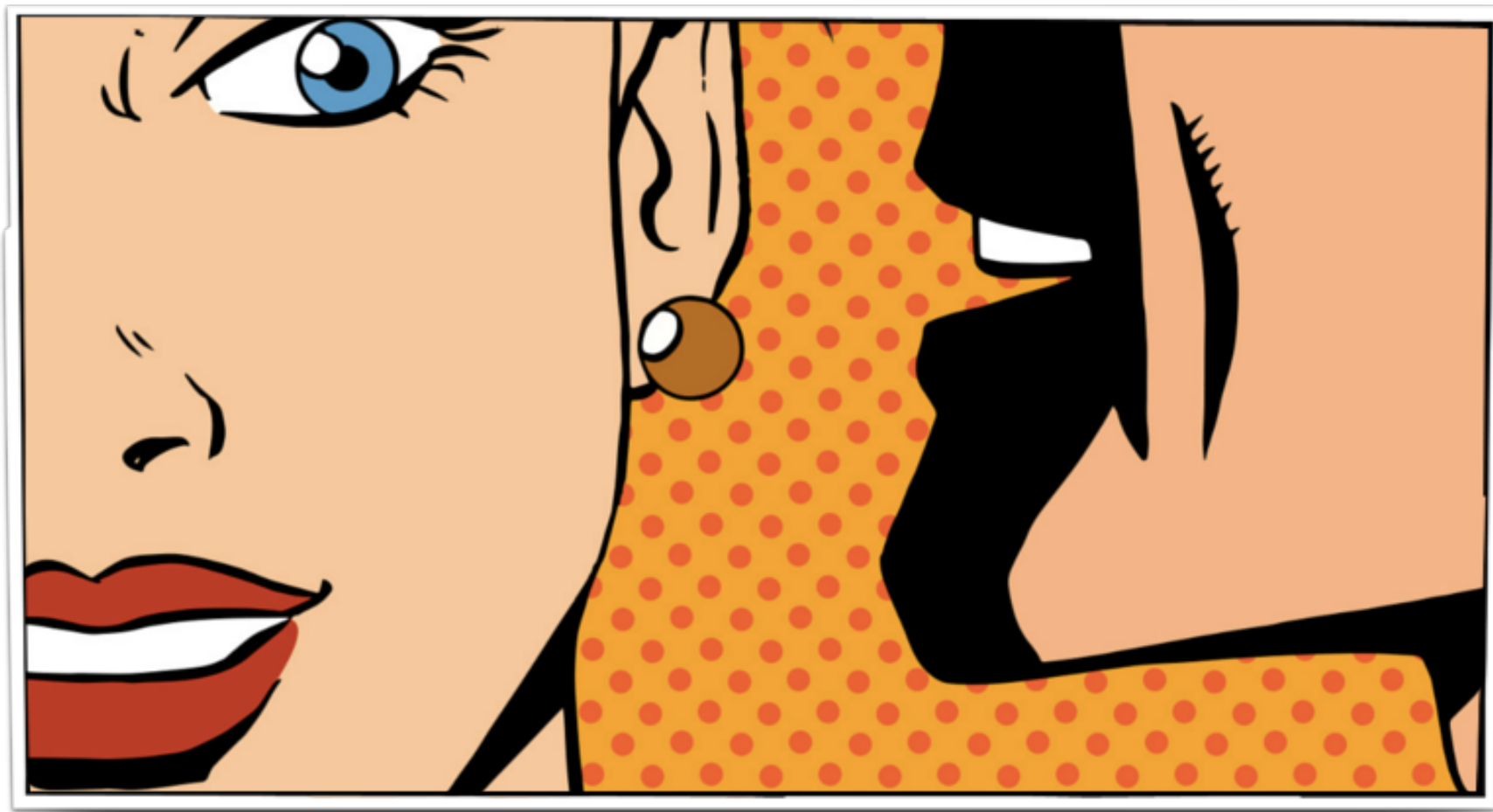
Students will progress when they've demonstrated the skills, knowledge, and understanding needed to be successful at the next phases of their learning. (mastery learning)

Our written, taught, and assessed curriculum will be organized into that which is required and/or negotiable

Developmentally phased “Learning Experiences” (LE) will be how students access curriculum. Each LE will include a collection of learning engagements allowing students to demonstrate required skills, knowledge, & understandings

FLOW21

AMBASSADORS



<http://pas-wordpress-media.s3.amazonaws.com/>

The next cycle of training will happen in April

Thank you for being involved!

the FUTURE & LEARNING @ WAB 2021

FLOW21

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