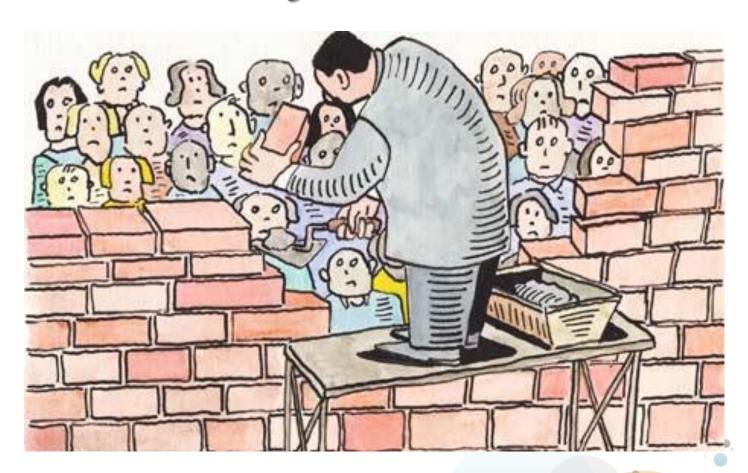
IGNITING A PASSION FOR LEARNING

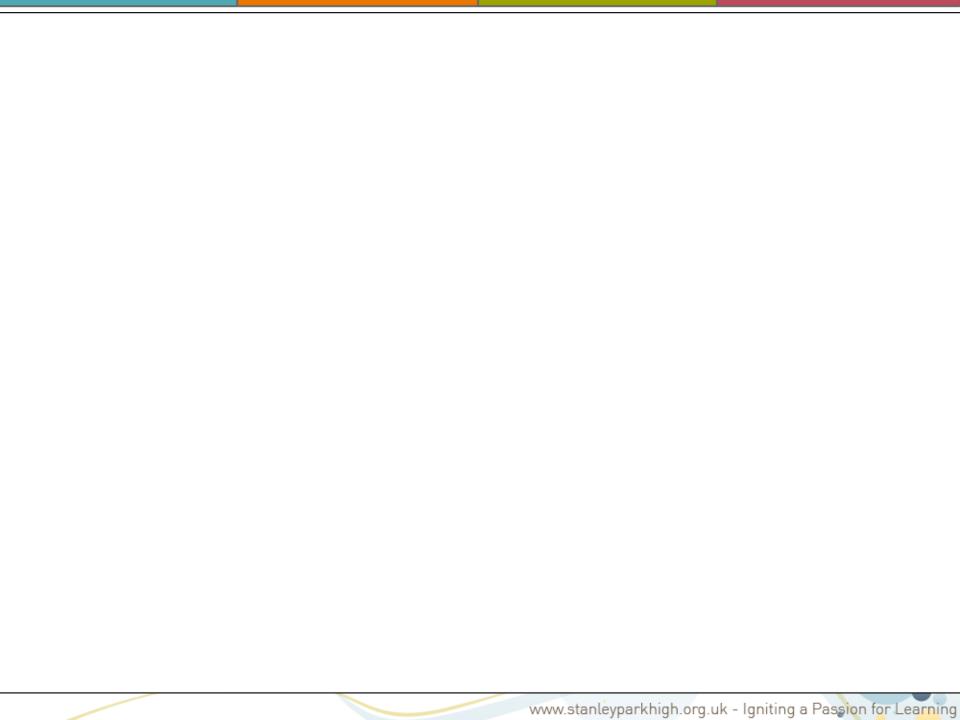


Stanley Park High

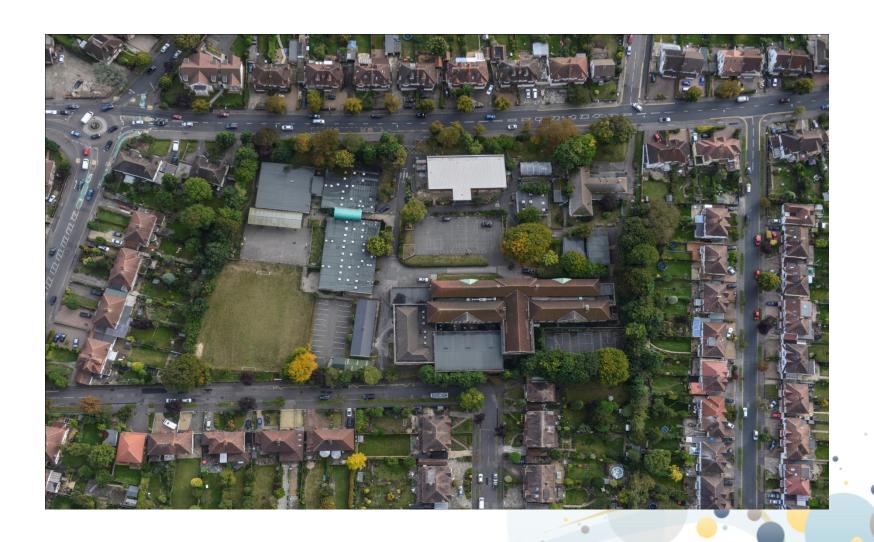
David Taylor and Jacquie Thomas

"is practice becoming more isolated from your values?"

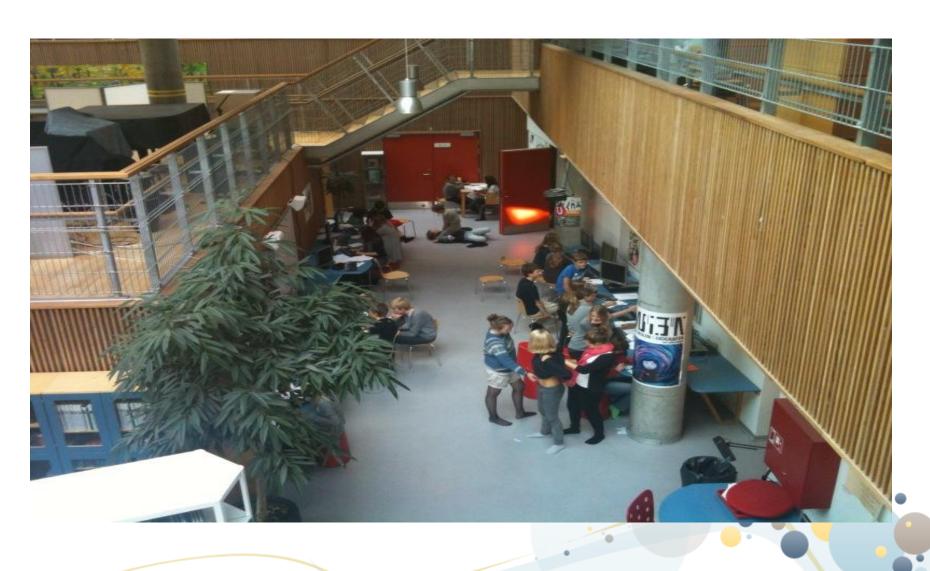




Stanley Park High 2005



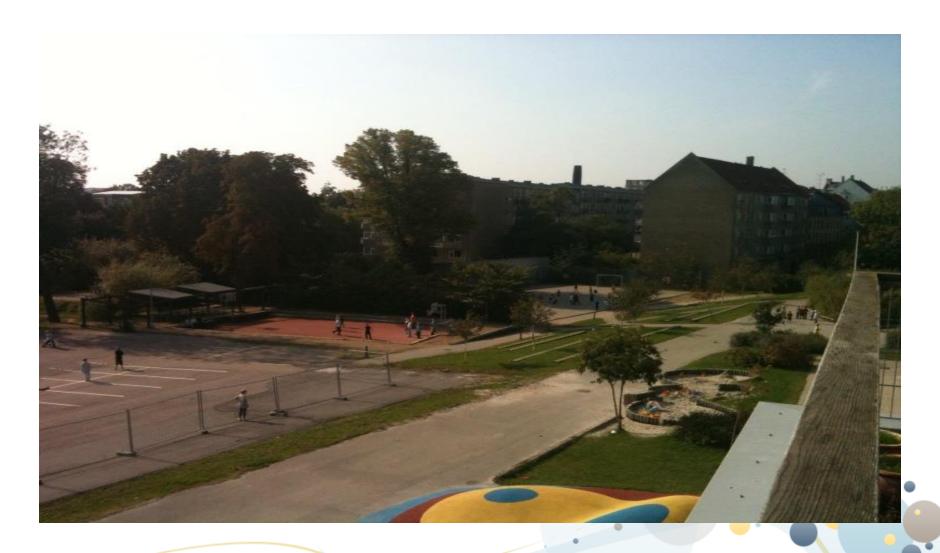
"a classroom"



"another classroom"



"three on a journey"



"their destination!"



www.stanleyparkhigh.org.uk - Igniting a Passion for Learning

"establishing our values"

HUMAN SCALE EDUCATION

· Children and young people learn in groups of a size that enables human scale relationships to grow: teams of 5/6 teachers each working with no more than 80/90 children and young people each week (in secondary education).

well as teachers.

Schools/learning

communities of no

more than 250 -

young people.

- Staff teams include learning mentors, learning support assistants and other school staff in decision-making as
- Learning and teaching are organised in flexible ways to centre on each person's needs.
- Small consultative groups are in place to plan learning difficulties.
- Staff, parent/carers and children and young people themselves are actively involved in their own learning.
- Dialogue (honest, open, reflective discussion) is encouraged and developed, to advance learning, and to understand the viewpoints of others.
- The school experience is open to challenge and change as a result of the views of children and young people.

- Traditional pastoral and academic roles are intergrated and individuals are seen as whole people.
 - Children and young people learn in unsegregated groups.
- Assesssment enabling children and young people to be affirmed in a variety of ways (portfolios. exhibitions). Assessment is part of learning. 300 children and

- Partnership with parents/carers and community.
- Small groups of parents/carers in school on a regular basis.
- Movement towards flatter leadership and management structures.
- School and community share experiences e.g. through displays, exhibitions and performances.
- Children and young peoples' representative bodies generate a sense of ownership in the school for all.
 - A curriculum that enables each child and young person to develop as a whole person.
 - Co-operative and collaborative learning is visible.

- belonging in the
- Social justice and fairness

human scale education is to work well and with integrity, it is essential that coherent framework of values underpins all relationships within the school community. These values will be translated into practice in a variety of ways, in particular by the way members of the school community relate to one another.

- Experiential, active learning is strong.
 - Intergration of traditional subjects providing a thematic curriculum that makes local enquiry-based projects possible.
 - Schools adopt and apply environmentally sustainable policies such as local sourcing of food, energy audits and recycling.

Democracy



"the primacy of relationships"



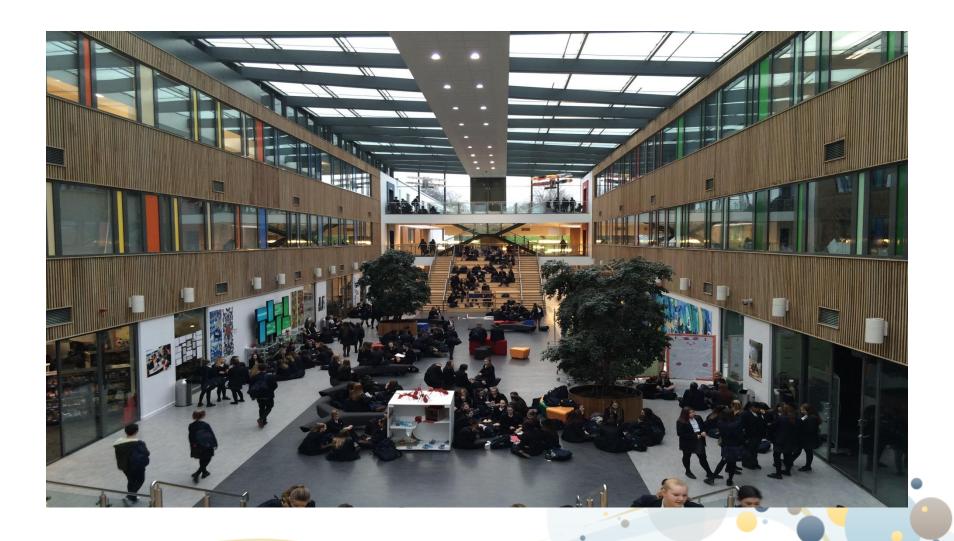


RELATIONSHIPS





"redesigning a school to reflect your values"



"the importance of transition"

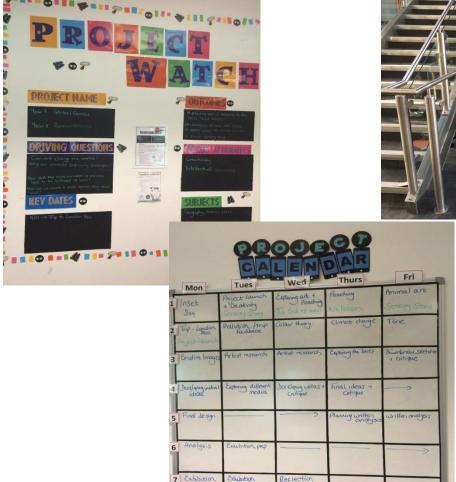
Year 7 Subjects	EN	MA	SCI	MFL	MUS	PE	EFC
Periods per week	4	4	2	2	1	4	12

Taught by the Tutor – There is also 30 minutes of 'advisory' time just before lunch each day.

"students being known and valued"

Anonymo	us School	V	Stanley Park High		
Monday	Tuesday	PERIOD	Monday	Tuesday	
Geography Miss P	Music Mrs J	1	Science Mrs A	PE Mr R	
Drama Mrs J	English Miss G	2	Science Mrs A	PE Mr R	
ICT Miss D	Maths Miss B	3	Spanish Mr S	EFC Ms P	
Maths Miss B	Science Mr R	4	Maths Mrs R	EFC Ms P	
Science Mr R	Art Mrs A	5	EFC Ms P	EFC Ms P	
History Mrs W	Citizenship Mrs L	6	EFC Ms P	English Ms P	

"a vibrant pedagogy"





"in flexible learning spaces"



"providing real outcomes"









"to real audiences - parents"



"to pragmatism - not compliance"

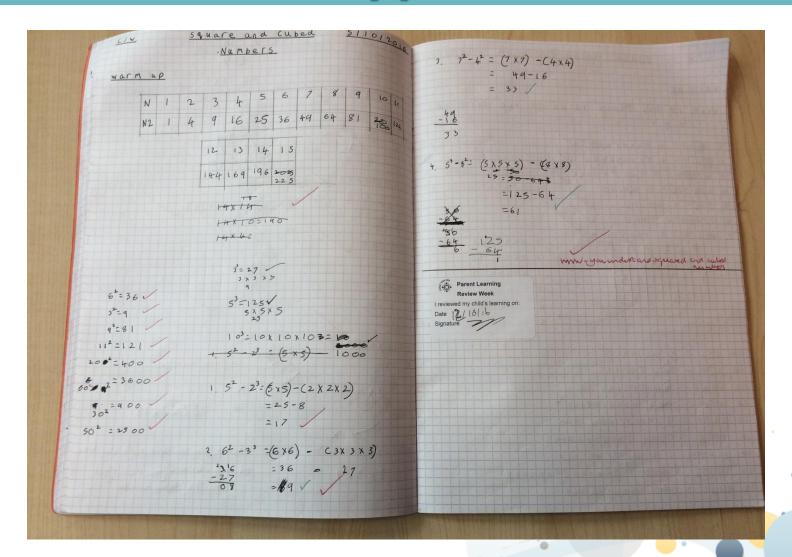


"our year 9 taster options"





"authentic and applied assessment"



"authentic and applied assessment"



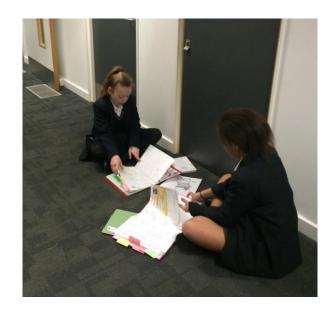
Student Led Conferences

A tiny girl was seated at a miniature blue plastic chair; her mother and teacher were awkwardly lowering themselves into similar chairs. Before I could ask for permission, the young student, Elandria, rose form her seat, her fat portfolio binder clutched to her chest, and extended her other small hand to me.

"Welcome to my student-led conference. My name is Elandria.

Thank you for coming." I shook her hand, thanked her, her mother and the teacher, and pulled a small chair to the edge of the short trapezoid table. Elandria turned to her mother. "Mama, this is Mr







"if you would like to find out more"



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