



## INTRODUCTION

Wayland High School teachers and staff met for the third time on March 4<sup>th</sup>. This meeting preceded the final two days of Futures Team workshops. The educational planners presented concepts developed by the Futures Team in their two prior workshops. Guiding Principles and places for learning were reviewed in small groups, with reporting out and whole group discussion.

## GUIDING PRINCIPLES

Teachers and staff were presented with The Guiding Principles draft which had been prepared by the educational planners to reflect Futures Team concepts, but had not been reviewed yet by its members. Workshop teachers and staff registered their comments. At the Futures Team workshop the next day, several teacher/staff members of the Futures Team met as a subcommittee to create the final copy of the Guiding Principles, considering the workshop comments of the teachers and staff, and shared the results with the entire Futures Team. They are a component of the Educational Vision.

Comments from the teachers and staff are:

- The Guiding Principles are essentially best practices. Many of them are in use at Wayland High School. These are not controversial. They are good from teacher's perspective
- Wayland High School needs to be more progressive in approach
- Concepts of instructional models are OK
- "Good to Great" is a concept borrowed from the book by Jim Collins. The use of the term sparked considerable discussion
  - Some felt Wayland High School already is great and should aspire to become "fantastic"
- Project Learning should be part of Wayland High School, not whole model
- The reference to shifting away from a classical high school also provoked much comment
  - Some things progressive are done here/not mired in past
  - What is the balance?
  - Blend of PAST/FUTURE here NOW
  - Wayland High School is not resistant to change



Teacher/Staff Workshop 3



- Wayland High School is aware of and uses new modalities
- “21<sup>ST</sup> Century teaching” is a buzzword that feeds a false dichotomy (cited 25+- in NEASC but not defined)
  - Language frames the debate
  - Does the team devalue everything that precedes the 21<sup>st</sup> century?
  - Business uses the term
  - Value in tradition but we need to not ignore the future/needs
  - Is the distinction the focus of kid’s work?
  - “21<sup>st</sup> C skills” exist in response to standards-based instruction?
    - Content standards need balance
- Points are authoritative
  - Tone down the language
- Freshman Learning Community
  - Not in favor
  - Feels like extended Middle School
  - Is that good or bad?
  - Where does the transition begin?
  - 2 classes of Freshman taught is enough
  - Are parents pushing this?
  - What do the students think?
  - Needs more discussion
  - Wayland middle schools are “consummate” – 90% of Wayland High School is to get kids to college” - a shock” to 9th graders, sometimes
  - Pat Tutwiler commented: Kids gain in the separate 9th grade house model
    - Socially
    - Academically
  - A flexible building can accommodate ALL of this and change again and again
- Folding walls never work
- Not a common lab space/sharing equipment
  - Is problematic (science teaching)
- Common Space
  - Who monitors it?
  - Not like a college space
- Australian School of Science and Mathematics
  - Balances classroom + open space
  - Space makes it possible
- Changes in curriculum can use the open space/Senior Project, etc
- How does a class size of 25 translate to open space?
- Displaying student work is key, especially with multiple intelligences
- Sound?
  - How does that work in such open space?
  - Possible source of conflict for teachers?
- Greater flexibility in rooms might help (teacher choice)
- How does full inclusion fit in the space?
- Value of separate buildings now/environment + outside
  - How does this translate to a new building?
- Common teacher area needs a quiet space to meet with kids

### PLACES FOR LEARNING CONCEPTS

The places favored by the Futures Team were presented for comment. (See Ch 3 Educational Vision for illustrations and comments)

- Liked “D”/most flexible
- Liked departmental offices but put them in clusters

Wayland High School    Wayland Public Schools    Wayland, MA

April 2009