Sky Pods: Re-visioning the Future by Revisiting the Past

Bernie Mizzi
Chiswick House School, Malta
Number of children in Malta (Aged 5-16): 48,125 – 100%
State schools: 27,200 – 57%
Church: 15,050 – 31%
Independent: 5,854 – 12%
CHSMC: 2% of Total
: 18% of Independent Schools
NSO 2015/16
Number of children attending Chiswick House School and St Martin’s College 17/18: 1537
CHS: 811  SMC: 543  SF: 183
• WHAT
  • To share how Chiswick House School (CHS) in Malta is re-visioning its future
  • To discuss the three-year plans
  • To elicit insightful suggestions and comments

• HOW
  • DECONSTRUCTION Session
  • CONSTRUCTION Session
  • CO-CONSTRUCTION Session
Chiswick House School 1905/06......
Excerpts from Chiswickiana.....
Excerpts from Chiswickiana.....

The letter is from August 14, 1930, and it reads:

The fact that we could with perfect confidence, and such a delicate child as Shirley to you speaks of itself. Mrs. Beecher has made the music classes a real joy to the children. I am so sorry our departure for England is so hurried - the children will come to say goodbye, I wish you all remember you will, affectionately,

Yours affectionately,

Agnes Poulton.
Excerpts from Chiswickiana....

kindly interest in the daily mind in moulding mind and character, for the way you have dealt with each day's most quiet need, proving what every teacher knows that the uneventful years make history. Every good wish from Mr. Overseas. The school, very sincerely yours, May Stanley

The King's College

23rd May 1905

To the Misses of the Misses

On the 25th of May we had the opportunity of thanking you for your most able staff, and especially to the many attentions which have been given to our children. We are proud under your able guidance to keep all that could be desired - both in the studio and in dancing.

Wishing you every success,

Yours truly sincerely,

Harry J. Love.
“Imagination in childhood...
There is no other faculty which requires so much room.”

M. McMillan, (1904)
Our award-winning architects...
DECONSTRUCTION

• REVISIONING BY REVISITING

• Margaret McMillan (1860-1931)

• “The child-mind develops... through the **free activity of Imagination**. To suppress or ignore this faculty... means the suppression of all the faculties...” M. McMillan; (1904) *Education Through the Imagination*. Lim. London. Swan Sonnenschein & Co.

• To define the nature of **creative energy**

• To indicate **forms of manifestation**

• To determine its **place and function** in primary education
DECONSTRUCTION

REVISIONING BY REVISITING

Maria Montessori (1870-1952)

• “...through working by themselves children acquire an active discipline, a practical independence, and a gradual increase in knowledge. When they are directed by an intelligent teacher employing our method for their physical, intellectual and moral development, they can acquire both bodily health and largeness of mind.” M. Montessori (1909)
DECONSTRUCTION

• Body, mind and soul…… “ …the higher pleasures of the spirit and urges him on to new insights and discoveries both in his external environment and in the intimacy of his own soul.”

• “these are the joys which prepare a man for life…”

• Our children are notably different….they have the calm look of happy individuals and the ease of those who are masters of their own actions.” M. Montessori (1909)
DECONSTRUCTION

• REVISIONING BY REVISITING

• LOUISE STOLL – PROFESSIONAL LEARNING COMMUNITIES

• BECOMING THE BEST WE CAN BE – 2012-2016

• CRITICAL FRIENDS/ PARENTS/STAFF

• COLLECTIVE MEMORY: Roots, values, authenticity.
“In a study by Faber Taylor et al. (2001) it was found that exposure to nature reduced the symptoms of ADHD in children three-fold compared with staying indoors. Later studies have concluded that exposure to the natural environment gives all children a greater sense of self-worth and a reduction in stress and aggressive behaviour levels (Bird 2007). In 2005, Richard Louv gave us the phrase ‘Nature Deficit Disorder’. “ Watts (2013). *Outdoor Learning Through the Seasons*. New York. Routledge.
“I fully understand the great poet Wordsworth who, having fallen in love with nature, began to hear the mysterious voice of its various movements...and asked it .....it was revealed to him....The secret of all nature is to be found in the soul of a child.”


So the child’s soul needs nature.
• FOREST SCHOOLS

• “Forest School is an inspirational process, that offers ALL learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees.

• Forest School is a specialised learning approach that sits within and compliments the wider context of outdoor and woodland education.” Forest Schools Association.

http://www.forestschoolassociation.org/
• At Forest School all participants are viewed as:
  • equal, unique and valuable
  • competent to explore & discover
  • entitled to experience appropriate risk and challenge
  • entitled to choose, and to initiate and drive their own learning and development
  • entitled to experience regular success
  • entitled to develop positive relationships with themselves and other people
  • entitled to develop a strong, positive relationship with their natural world
• This learner-centred approach interweaves with the ever-changing moods and marvels, potential and challenges of the natural world through the seasons to fill every Forest School session and programme with discovery and difference. Yet each programme does also share a common set of principles, aimed at ensuring that all learners experience the cumulative and lasting benefits that quality Forest School offers.
• [http://www.forestschoolassociation.org/](http://www.forestschoolassociation.org/)
DECONSTRUCTION

CHS today....School Improvement Process

1.0 Inspirational Teaching and Learning Opportunities for all Learners
1.1 Promoting 21st Century Learning by implementing 7 T’s 7 S’s - Inspirational Learning Opportunities
1.1.1 Developing Communication, Collaboration, Critical Thinking and Creativity + Compassion, Confidence and Commitment.
   The 7’s are the Skills and Habits of being: Communication, Collaboration, Critical Thinking, Creativity, Compassion, Confidence.
1.1.2 The 7 OCD Principles of Learning:
   Learners at the center. Social justice of learning. Emotions are integrated. Recognising individual differences. Stretching all learners. Assessment for learning, and Building horizontal connections.
1.1.3 The 7 relate to a Growth Mindset (embrace challenge, persist in the face of setbacks, see effort as a path to mastery, learn from criticism, find lessons and inspiration in the success of others).
1.1.4 7T (serenity in place: Teacher development).
1.2 New Inspirational Curriculum
1.2.1 Consolidating Singapore Maths.
1.2.2 English texts reviewed and supported.
1.2.3 New Science Curriculum integrated in physics. Science Leaders develop strategy.
1.2.4 New Literacy Leader for English and Maths.
1.2.5 New role of responsibility for ESL.
1.2.6 NACL - Framework implementation and certification. DEVELOPING A GROWTH MINDSET.

2.0 Inspirational Learning Spaces
2.1 Physical
2.1.1 New School for CHS.
2.1.2 New spaces at Kappos + Finance Department moves to SNC.
2.1.3 Adapted timetable (1.14 E) (60 minute lessons instead of 60 minute lessons).
2.1.4 External
2.1.5 Tablets for 14 and 15 learners.

3.0 Restructuring
3.0.1 New structure for CHSNC.
DECONSTRUCTION

7 + 7 + 5 = Inspirational learning experiences for young and adult learners

21st Century Skills and Ways of Being

THE SEVEN Cs OF LEARNING

COMMITMENT
COMMITMENT
CREATION
CREATION
COMMUNICATION
COMMUNICATION
CONFIDENCE
CONFIDENCE

THE SEVEN PRINCIPLES OF LEARNING GUIDE OUR PRACTICE

WE PLACE LEARNERS AT THE CENTRE
WE CAPITALISE ON THE SOCIAL NATURE OF LEARNING
WE ACKNOWLEDGE THAT EMOTIONS ARE INTEGRAL
WE RECOGNISE INDIVIDUAL DIFFERENCES
WE STRETCH ALL LEARNERS
WE IMPLEMENT ASSESSMENT FOR LEARNING STRATEGIES
WE BUILD HORIZONTAL CONNECTIONS

GROWTH MINDSET

EMBRACE CHALLENGE
PERSIST IN THE FACE OF SETBACKS
SEE EFFORT AS THE PATH TO MASTERY
LEARN FROM CRITICISM
FIND LESSONS AND INSPIRATION IN THE SUCCESS OF OTHERS
DECONSTRUCTION

• SINGAPORE MATHS in keeping with concrete experiences ..also the introduction to inquiry-based learning. Teachers’ mind-set shifts. MASTERY.


• HATTIE and TIMPERLEY – Visible Learning for Teachers (2012)
CONSTRUCTION -
“Material for development” M. Montessori (1909)

• CHS PLANS

• CHS MODEL

• SIP
CONSTRUCTION: DISCUSSIONS
CO-CONSTRUCTION:
“Laboratory for experimentation” M. Montessori (1909)

Sky Pods and how they can work
CO-CONSTRUCTION:

“Yet original capital they all possess “ M. McMillan (1904)

- Children’s learning:
- Learning about themselves: prior knowledge
- Sky Pods, indoor and outdoor areas + internal and external manifestations
- Adult Learning: Teachers: Staff: Parents
CO-CONSTRUCTION

- Teachers + TLAs per Pod 5+5
- Workshop Wednesdays
CO-CONSTRUCTION

2 sentences about the Sky Pods please
CO-CONSTRUCTION

3 insightful messages for the CHS Leadership Team to improve plans going forward please
THANK YOU

Please leave your email address/card

www.chs.edu.mt

berniemizzi@smc.edu.mt