UNLEASHING BRILLIANCE

HOW HIGH POTENTIAL LEARNERS ARE CHALLENGED AND SUPPORTED AROUND THE WORLD

A horizon scan of thirty approaches completed by the Innovation Unit for AISNSW
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- 30 Case Studies from education and non-education settings around the world

These cards are part of the ELEVATE INSIGHTS Series and complement the first publication: Unleashing Brilliance which was a commissioned horizon scan of how high potential learners are challenged and supported around the world.

We encourage you to engage with the series of publications and to share these open resources widely within your network.

For further information please contact Sharon Cheers, Head: School Innovation, AISNSW at scheers@aisnsw.edu.au
About Horizon Scanning
ABOUT HORIZON SCANNING

Horizon Scanning is a future oriented research method used to expand the range of ideas available and stimulate innovation when faced with a problem or issue that has proved tricky to solve. The insights provided by the horizon scan serve to stimulate enquiry and discussion, raise ambition and provide clues on how we might get there.

As a component of ELEVATE, AISNSW commissioned a horizon scan to offer new ideas and fresh insights from within and beyond education as we commit to redesign practice to challenge and support high potential learners.

Horizon Scanning is not a literature review and is not definitive; horizon scans are used to stimulate innovation. *Unleashing Brilliance* was used by school teams within the ELEVATE program to spark possibilities.
Some questions for reflection on the needs of high potential learners
ON NEEDS OF HIGH POTENTIAL LEARNERS:

How is ‘high potential’ thought of and talked about in your school? 
Which learners are thought of in that way?

Does your school actively seek out high potential in learners? 
How does it go about this? (How might it?)
Do learners, their families or other experts play any role?

Is there scope for new ways of learning to be used as opportunities to identify potential?
Some questions for reflection on supporting high potential learners
ON SUPPORTING HIGH POTENTIAL LEARNERS:

How can the passions and interests of learners be better understood and built upon?

What are the specific barriers to greater flexibility in learning in your context (e.g. timetable, age and rigid ability groupings, single subject lessons)?
What’s stopping you from tackling these barriers?

What opportunities exist for learners and teachers to engage with the community and the world of work, in order to access a wider range of expertise and take learning beyond the classroom?

How personalised and relevant is assessment for learners in your school?
What do you assess and how? What roles do experts and community members play?
How does peer assessment feature?

What implications can you see for workforce development? What support might teachers need to grow their confidence and a diverse repertoire of skills to support high potential learners?
ELEVATE Horizon Scan Case Studies
THE FOLLOWING CASE STUDIES ARE FROM UNLEASHING BRILLIANCE

What do you find appealing?
Look for promising practices that might help identify potential or support learners to maximise their potential.
This horizon scan of 30 approaches was completed by the Innovation Unit for AISNSW.
GET YOUR COLLEAGUES INVOLVED

INTERROGATING THE HORIZON SCAN
CASE STUDIES TO SPARK POSSIBILITIES

- What should we amplify in our own context?
- What ideas look promising for us to explore?
PICK A CASE STUDY THAT CATCHES YOUR EYE

Read the case study and use post-it notes to identify the exciting, appealing or promising practices that you think might help identify high potential or support learners to maximise their potential.

Choose another colour post-it note to identify how the principles or practices in the case study speak to your experience of identifying potential and/or supporting learners to maximise their potential.

Share what you identified with your group.
COMMUNITY LEARNING CAMPUS, ALBERTA, CANADA

Community Learning Campus (CLC) is a combined high school, post-secondary and community education institution personalising learning to meet the needs of a diverse range of students and, in so doing, promoting rural community development. These institutions work together to provide personalised pathways for students to develop their talents and interests through virtual and face-to-face learning provided across four facilities.

LEARNING DESIGNED AROUND PROJECTS
Learning begins with seminars or classes, but is mostly focused on project work. Both are supported by face-to-face sessions, often via video-conferences or online webinars. By engaging with programs in this way, students living in rural communities are able to access resources and extension activities. They also develop self-regulation and collaborative skills in a more independent environment than their ‘home’ school.

Projects are designed around four pillars - personal, knowledge, community, and global - and focus strongly on land, environmental sciences, horticulture, trades and animal science as a reflection of the communities served by the campus. For example, high school and college students involved in the Landscape Design Program worked with CLC staff, community members, architects and engineers to design and implement a landscape plan for the campus sites, including the development of business and budget plans for a ‘green roof’ - a living laboratory for students to research and learn from.

LEARNER MAPS AND PATHWAYS
Participating high school students are able to remain in their own schools and communities whilst accessing programs remotely, with a learner map used as a framework for individual pathways. As a student progresses, the pathway addresses different questions that reflect student development, understanding and maturity: Grade nine - who am I? Grade ten - do I know where I am going? Grade eleven - what do I need to get there? Grade twelve - do I have what I need?

All school based programs are divided into twenty-five hour modules, and each month students can choose to take on another program or continue to focus on their current learner pathway. The pathways support students to investigate a range of skills and disciplines associated with their area of interest, although they stop short of targeting a specific career.
EXPEDITIONARY LEARNING, USA

Schools in the Expeditionary Learning network are committed to unleashing the full potential of students through a project-based, exploratory approach to learning that connects learning at school with student experiences and the wider community.

DEVELOPING ACADEMIC COURAGE

Expeditionary Learning schools believe that young people discover their talents, abilities and passions when placed in situations that offer adventure and the unexpected. Schools offer a rigorous curriculum and embrace struggle and challenge as a stepping stone towards deeper learning and the development of ‘academic courage’.

Creating high quality work is a focus of Expeditionary Learning. The quest to create work of a professional standard inspires and motivates students to take on new challenges and to persevere. Peer critique and descriptive feedback support students of all ages to produce high quality work, with models and rubrics used to provide robust feedback on how their fellow students can improve.

CREATING WORK OF A PROFESSIONAL STANDARD

Schools develop a curriculum aligned to Common Core Standards, balancing rigour of grade level expectations with engaging topics and learning expeditions that ignite curiosity in students. Fieldwork and working with experts are critical to learning expeditions, enabling students to take on professional roles, conduct research, analyse data and add value to the community around them. Students are expected to create and present products of their learning, often describing their findings to an external audience of assessors. Expeditions in the past have included investigating: the physics of car crashes; human rights crises; and the lives of homeless people in Washington D.C.

At the end of each grade level, students in many schools undertake a ‘Passage Presentation’ in order to demonstrate that they are ready to graduate to the next level. Students reflect on the scope of their learning, presenting a personal narrative or a portfolio to draw upon their academic growth and character development. Assessment panels often feature both teachers and community members who make a judgement about the extent to which each student is adequately prepared to progress to the next level, provide advice and guidance and acknowledge the learning journey that each student has embarked upon that year.

Many schools achieve 100% college acceptance rates with and for their students, and exceed their peers on standardised assessments. A recent study found that, after three years, Expeditionary Learning students are ten months ahead of their peers in maths and seven months ahead in reading.
HARLEM CHILDREN’S ZONE, NEW YORK, USA

At New York City’s Harlem Children’s Zone (HCZ), programs take a holistic approach to the learning and support needs of students and their families as a means of ensuring academic and life success in a challenging context.

The goal of HCZ is to give young people the individual support they each need to have the opportunity to pursue a university education if they wish, and to become self-sustaining adults. HCZ offers a number of programs from early childhood to college age, connected with comprehensive access to social service support, medical services and food services in order to create a stabilising environment for the whole family.

A HOLISTIC APPROACH TO LEARNING
At HCZ’s Promise Academies, Student Advocates work one-to-one with students and provide a bridge between teachers, parents and other people involved in a student’s life and learning. Advocates actively engage parents through regular meetings and group workshops, helping to create the enabling conditions, at school and at home, for students to succeed. Students participate in interdisciplinary coursework with a focus on real-world application, and travel off-campus for career exposure experiences in order to understand more about interest areas and what is needed to help them reach their dream jobs. Students also undertake community service projects in order to make a positive contribution to their local context and develop non-cognitive skills such as grit, resilience and curiosity. Last year, 98% of seniors were accepted to college and received nearly one million dollars in scholarships.

CONNECTING TO STUDENT PASSION
In the TRUCE Media and Arts after-school program, young aspiring writers, filmmakers, producers and artists work on professional art projects, and receive wraparound academic support to get the most out of their passions. TRUCE’s project-based learning approach sees small groups work across the artistic disciplines to produce creative products together. Students develop analytical and communication skills to prepare them for life in the sorts of mixed-discipline teams that are common in creative industries. Academic tutoring and college preparation services support them to take their talent into further education and beyond. Each year almost all TRUCE seniors get accepted to college as a result of the academic and discipline-specific support provided to each student.
CARPE DIEM-YUMA, ARIZONA, USA

Carpe Diem-Yuma is a charter school for students in grades six to twelve. The school’s blended learning model allows students to master material face-to-face and online prior to moving on to the next level, learning at a pace that’s tailored to them.

Carpe Diem-Yuma is seen as a ‘high performance’ option to traditional schools. With no year levels, students master subjects at different paces and create an education plan that meets their specific learning needs. Students are not part of a static year group or class. The school is partly arranged like an office environment, with each student given their own cubicle as a workspace and a computer. Students are expected to be dedicated and self-motivated if they are to succeed at Yuma due to the independent nature of the learning environment.

AN INDIVIDUAL PACE
Students spend about half of their day working at an individual pace, supported by teacher ‘coaches’ who then often bring small groups of students together for more intensive instruction. It is here that students work with coaches to consider how their online learning can be applied to collaborative class projects. Additional coursework is completed online, allowing students flexibility in their timetabling should they also be participating in extra-curricular activity.

Yuma also provides an accelerated pace of study and more challenge for students who want to earn college credits, providing access to community college courses and enabling students to graduate early if they are academically ready.

POINT-IN-TIME ADJUSTMENT
Teachers use data from face-to-face and online work to group and regroup students based on learning needs at a moment in time. The online program used by the school calculates student achievement in real time, honing in on areas of struggle to help coaches identify where intervention and further support is required.

Carpe Diem-Yuma’s students are some of the highest performing on the Arizona Instrument for Measuring Standards (AIMS) test, and the school is a state leader in student growth in reading and maths.
THE MISSION OF ENVISION SCHOOLS IS ‘TO TRANSFORM THE LIVES OF STUDENTS – ESPECIALLY THOSE WHO WILL BE THE FIRST IN THEIR FAMILY TO ATTEND COLLEGE – BY PREPARING THEM FOR SUCCESS IN COLLEGE, IN CAREERS, AND IN LIFE’.

ANY STUDENT FROM THE SAN FRANCISCO BAY AREA IS ELIGIBLE TO ATTEND THE THREE ENVISION SCHOOLS, AND THE SCHOOLS CULTIVATE A ‘COLLEGE-GOING CULTURE’ THAT EXPECTS EVERY STUDENT TO HAVE THE OPPORTUNITY TO ATTEND COLLEGE UPON GRADUATION SHOULD THEY WISH TO DO SO.

PROJECT-BASED LEARNING
Envision schools all use a project-based learning approach to enable students to apply academic content knowledge to new contexts. Educators design interdisciplinary projects that have relevance to the lives of their students, acknowledging that if students are to succeed, their motivations for learning must be attended to as carefully as how they learn. Past projects include an exploration of the history of censorship in American society and investigating the issues affecting California’s changing geology.

SCHOOLS ALSO OFFER WORKPLACE LEARNING EXPERIENCES TO STUDENTS WITH LOCAL ORGANISATIONS. ALL YEAR ELEVEN STUDENTS SPEND PART OF THEIR YEAR ON THIS OFFSITE INTERNSHIP, WORKING WITH AN EXPERT MENTOR ON A PROJECT OF VALUE TO BOTH THE STUDENT AND THE ORGANISATION. AT THE START OF THE INTERNSHIP, THE ORGANISATION MEETS WITH A SCHOOL ADVISOR AND THE STUDENT TO DESIGN A PROJECT OR A RANGE OF PROJECTS FOR THE STUDENT TO UNDERTAKE, AND SET GOALS TO ENSURE THAT THE EXPERIENCE IS OF EDUCATIONAL VALUE.

ASSESSMENT OF DEEP LEARNING
In order to graduate from an Envision school, students develop and defend a portfolio of their best work in front of an audience of fellow students, teachers and community members. Envision has worked with Stanford University to develop a series of performance tasks to support assessment panels to understand whether each student has experienced deep learning. The performance criteria brings together academic standards and non-academic, cognitive skills such as problem-solving and critical thinking to provide a way in which teachers can rigorously evaluate a student’s ability to apply knowledge rather than just whether a student has mastered content. Portfolio defence also helps students to develop metacognitive skills, enabling them to reflect critically on what and how they have learned, their academic and personal growth over the year and what their learning means for their future.

In 2014, an average of 98% of Envision students enrolled in college, with 85% then staying in college beyond the first year. The national average is 55%.
BIG PICTURE LEARNING, USA

Big Picture schools, such as New Village Girls Academy, design learning around the core ideas of authentic assessment and real world learning. This Academy’s motto is ‘Reimagine what’s possible’. Students are not constrained by preconceptions about what they can or cannot achieve.

DEEP CONNECTIONS WITH LEARNERS
New Village Girls Academy places a great deal of importance on deep, supportive and trusting relationships between students and staff. Every teacher leads an ‘advisory group’, often described as a second ‘home’ or ‘family’, of around fifteen students who meet every day throughout a student’s time at the school. With the guidance of their teacher-advisors, students develop individual learning plans, which map their interests, the curriculum requirements and Big Picture’s learning goals. The teachers’ deep understanding of their students means they are able to recognise, understand and unlock potential - they know what each student needs in order to develop and demonstrate her abilities.

LEARNING IN AND OF THE WORLD
Students are encouraged to take responsibility for their own learning by exploring and deepening their interests, reflecting on their journey that led them to New Village and imagining their future. Each student works with their teacher-advisor, an employer-mentor from outside the school, and family members to develop a real world enquiry project. They spend up to two days per week learning at a real place of work, culminating in the creation of a product of genuine value, which they present at a public exhibition. Students in Big Picture schools are not assessed by tests and are not given grades, rather the quality of work is authentically assessed through public exhibitions, portfolios, narrative assessments, and reflective journals. Students can also earn credits in elective classes from the national curriculum.

The school has been extremely successful, with up to 70% of the girls going on to attend college. A high proportion are teenage mothers.
FUTURE PROJECT, USA

Future Project embeds a ‘Dream Director’ full time within a school. A Dream Director is a social entrepreneur dedicated to unlocking greatness in high school students.

DISCOVERING PASSION AND ASPIRATION AS POTENTIAL
Dream Directors work to push students to discover their passions and channel their energy and imagination into bold actions. They put together a Dream Team of students who want to transform school. The Dream Director exposes them to new ideas, fosters play and imagination, and breaks down the walls between the school and the world.

DEVELOPING SKILLS AS A 21ST CENTURY LEARNER
Dream Directors offer Future U to students, which is a course to help them define their values, identify their strengths, understand their power to influence the world, and challenge negative assumptions. Students design ‘future projects’ that connect to their passions and are tasked with enrolling their peers. This pushes learners to develop skills including leadership, determination, curiosity, and grit.
NATIONAL AUSTRALIA BANK, AUSTRALIA

NAB offers flexibility and choice in the development of talent across their organisation. Employees are encouraged to make career decisions based on their aspirations, skills and expertise.

ASSESSING YOUR OWN POTENTIAL
As far as possible NAB encourages employees to identify and assess their own potential with support from their People Leaders. Every employee develops an individual development plan to map out, track and adjust their professional needs. The Career U initiative offers a six step career planning process to give employees an insight into the way they work and their career potential. Tools include self-assessment, online learning and a bank of career stories. In addition, NAB have developed a Talent Management Framework to ensure consistency in the way they identify and deploy talent across their organisation. Those who they have identified as being 'strong performers with the potential to move into 'enterprise leadership' positions' are placed in the Group Talent Pool.

LEARNING BY UNDERSTANDING YOURSELF AND SUPPORTING OTHERS
NAB offers a mentoring program, through which all employees can participate as a mentor or mentee. Employees initiate the relationship using the provided guide and toolkit. NAB encourages learning and development at all levels in the organisation and for employees at different stages of their career.

FORMAL AND INFORMAL LEARNING
The Academy comprises leading edge programs, courses, tools and innovative technologies providing NAB employees with new ways to learn, share knowledge, network and work. Core to The Academy is a belief that learning occurs in many ways: 70% of learning comes from on-the-job experiences, 20% comes from exposure via peers, coaches and mentors, and 10% happens formally through education (e.g. classroom, workshops, online).

NAB also funds and supports an Emerging Leaders program – a high level two month program that builds leadership capacity of identified Indigenous future leaders within NAB. The program uses a combination of face-to-face, online reflective diaries and practical workplace activities designed to help participants become more attuned to themselves, their strengths and how they can use these to manage, lead and mentor others. Emphasis is on the individual, their experiences, background, strengths and perspective and how these can positively influence their leadership style.
AUREUS HIGH POTENTIAL CHALLENGE, AMSTERDAM

CREATING A CULTURE OF MOTIVATION THROUGH COMPETITION

The High Potential Challenge (HPC) is an event organized by Aureus which aims to identify and encourage motivated students with potential through competition. Aureus is the faculty association of the Faculty of Economics and Business Administration at the University of Amsterdam, dedicated to supporting students.

IDENTIFY POTENTIAL THROUGH COMPETITION

Students can qualify for the HPC finals by participating and performing well in several Aureus ‘master clubs’ or ‘masterclass’, extra-curricular activities, or an IQ test. The BiD challenge is an example of a qualifying extra curricular activity. This challenge asks business oriented students from all over the country to review and improve the business plans of entrepreneurs in developing countries, with the help of professional mentors and masterclasses. The winner is selected by a professional panel. During the HPC finals students compete against other students for the chance of winning a trip and cash prize.

INTEGRATE COMPETITION WITH SKILLS DEVELOPMENT

The HPC finals also offer an opportunity for students to benefit from pitch-training from a well-known speaker and coach. This gives the students the skills they need to excel when they deliver their pitches.
VENTURESITY, INDIA

A CHALLENGE BASED MODEL TO DISCOVER AND HIRE TALENT.

Venturesity is a challenge and peer learning platform run by a Bengaluru-based two-year-old startup. They have raised $250,000 with the aim of disrupting traditional approaches to hiring. Their list of clients include enterprises like Oracle, Microsoft and fast-growing internet companies like Housing, Ola, PayU, NewsHunt, Hike, MovoicSync and Craftsvilla, and US-based companies like Perk.

INDIVIDUALS DEMONSTRATE THEIR OWN POTENTIAL

Hiring can be a difficult process for both startups and established enterprises because traditional hiring practices are capital and time intensive. Venturesity believes that hackathons are going to be the industry standard to hire talent in the near future. The platform allows companies to post challenges, hosted both online and offline, to job seekers rather than upload job descriptions. This means that job seekers take the responsibility for demonstrating their own potential, either as an individual or as part of a team. Venturesity is using this challenge model not just for the tech community but also for design, marketing and operations.

DEVELOPMENTAL WAYS OF IDENTIFYING POTENTIAL

Through these challenges, Venturesity aims to mimic real working scenarios and give the job seekers a flavour of what problems they are going to tackle in the workplace. Each challenge has a package of learning resources to go through, ‘leaderboards’ to track performance and features to showcase what each candidate has created or worked upon.

These challenges are a way of building skills and scoping opportunities, as well as finding work. 80-85% of their participants are active job seekers, and they are seeing 15-20% passive job seekers also competing for their challenges. The ‘passive’ candidates are already employed but use the challenges to explore their interests, add work to their portfolio and win other prizes. They often enter a pipeline of talent for companies.
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Te Kura is a distance education program providing personalised learning opportunities to a diverse range of students from early childhood to year thirteen across New Zealand.

The school takes a ‘one size fits one’ approach to learning, working in close partnership with the schools, families and communities of participating students to develop learning experiences that connect to student interests.

Te Kura was originally established to meet the needs of students living in remote areas with no access to traditional school services, however a substantial number of students now participate in programs because they require specific curriculum access, adaptation or extension. ‘Gifted and talented’ students sometimes wish to access Te Kura services for curriculum extension and this is encouraged, although their school must demonstrate that they can’t currently meet the student’s need at a local level in order to be eligible.

PERSONALISED PATHWAYS

Upon enrolment, learning advisors work with students to develop personalised learning programs that take into account their interests and abilities, and set goals and aspirations alongside other adults who may hold primary responsibility for supervising learning, such as parents or local teachers. Advisors connect with students and their teachers or families as students progress at their own pace through online programs. Some face-to-face engagement is available to students who need intensive support.

AUTHENTIC LEARNING

For students in years eleven to thirteen, Te Kura offers the chance to participate in the Authentic Learning program. This involves undertaking an internship with a local business, organisation or community group that is closely tied to the goals and aspirations set out in their personalised learning pathway. Students work with their learning advisor to identify areas of passion or talent on which to base their search for an internship, or particular careers they are interested in pursuing upon graduation. The learning advisor helps the student to develop a specific learning plan, taking into account the kind of skills and capabilities the student wishes to develop and which are required in the position. At the end of their internship students are expected to present their learning to their learning advisor, families, workplace mentor and new colleagues.

Despite the challenging and changing nature of its student population, Te Kura's recent results show steady improvements in student achievement. The percentage of students in Years One to Eight achieving ‘at’ or ‘above’ the national standard for English and Maths is increasing, as is the number of students in years eleven to thirteen participating in and achieving their National Certificate of Educational Achievement (NCEA).
RIVERSIDE SCHOOL, INDIA

The philosophy at Riverside School in Ahmedabad is ‘doing good AND doing well’. Students are engaged in a rigorous academic program that pays equal attention to their development as ethical and empathetic citizens.

The school has developed a user-centred citizenship curriculum in which all students learn academic content through participation in community-based projects of their own choosing. The school’s youngest students are supported by teachers to discover areas of personal passion through participating in ‘interest centres’, which also enable teachers to learn more about each child and identify their strengths, talents and needs. Each student has a buddy from an older grade to act as a friend and learning partner, and students from different grades regularly work together on community projects.

LEARNING LEADERSHIP
While the earlier grades within Riverside are focused on developing active citizens through observing and interacting with local community issues, senior students focus on providing leadership to particular causes through becoming the CEO of an initiative. Students choose from a range of initiatives spanning from teaching municipal school children to feeding the homeless, and select students from across the age range to participate in their project team based on interest and commitment to the cause. Students then design and lead sessions with their project teams each week to make progress towards the goal of their initiative. They connect with specialists and experts regularly to resolve problems and ensure that their team is on track for success.

A DESIGN-LED APPROACH
Design thinking is used as a means of supporting student confidence and perseverance, enabling students to make decisions and see that they can make a positive contribution to the world around them. Once a year, students split into mixed age learning hubs and are given a challenge to design a learning experience that takes into account a particular concept, discipline area and artefact. In order to achieve their mission, students must find ways to collaborate in an intensive environment with students of different ages and collectively represent their ideas and learning in a creative format for their audience. The public or end user is seen as the ultimate evaluator of an idea, reinforcing to students the importance of a user-centred approach for their projects.

Students of Riverside regularly out-perform the top ten schools of India in English, Mathematics and Science in the national ASSET assessment.
CITY AS SCHOOL, USA

City As School is an ‘alternative’ public high school for New York City’s most interesting kids. With no grades and no year levels, students earn academic credit through engaging in internships with real organisations.

PREPAREDNESS TO LEARN THROUGH WORK
Students spend just two to three days a week in the classroom - the rest of the time they work in some of five-hundred local businesses and community organisations registered with the school. Students are selected to attend based on observations about their preparedness to participate in external learning opportunities: they are interviewed to ensure that they really want to learn outside of a traditional school model, and that they are emotionally mature enough to take on the challenges associated with learning in this way. The student cohort is diverse. As a ‘transfer school’ City as School mainly serves students aged sixteen and above who have not fitted into other establishments, with 10% of its students classified as homeless. City As School makes a five-year commitment to students who walk through the door: not just ensuring their successful graduation from high school but also their success after they leave.

A PROJECT BASED LEARNING APPROACH
City-As–School is the only high school in the New York City Department of Education where students can earn academic credits toward graduation in internships. Students spend half of their time enrolled in classes and seminars and the other half working on real projects with external organisations. Each internship provides an opportunity for students to put into practice the skills and knowledge they acquire in class time, develop confidence and learn the professional behaviours that will soon be expected of them when they graduate. Internships on offer include volunteering as a guide at the American Museum of Natural History and working in the pathology lab at Columbia Presbyterian.

Those who are rapidly advancing in their classes and internships can enrol in college courses, and those with a particular passion can undertake a project of their own design. Despite the absence of grades, expectations on student performance are rigorous and demanding, with students expected to complete a high-quality graduation portfolio containing a research paper, a personal essay, a career plan and a college application in order to achieve their high school diploma.

City As School has the largest graduating class of any transfer school in New York City, with black and Latino males going on to attend college at double the rate of other transfer schools.
ARKANSAS SCHOOL FOR MATHEMATICS, SCIENCES AND THE ARTS, USA

The Arkansas School for Mathematics, Sciences and the Arts (ASMSA) is a public, residential high school specialising in the learning of ‘gifted and talented’ students with an interest in and aptitude for maths and science.

Students apply for ASMSA in the tenth grade of school for the final two years of schooling, and are selected to attend on a combination of grades – such as a G.P.A. of 3.25 in core academic course, a minimum composite score of 19 on the ACT or a comparable score on the SAT – and letters of recommendation from previous teachers. Students must also demonstrate a passion and thirst for learning to be successful in their application.

A ‘COLLEGE BRIDGE’ ENVIRONMENT
ASMSA fosters academic excellence in its students and prepares them for life after school through a ‘college bridge’ environment. As a residential school, success at ASMSA requires students to be self-motivated and make adult decisions about their life and learning in a place where they have significantly more freedom than a traditional school setting.

OPPORTUNITIES FOR ACCELERATION
The school offers a range of interdisciplinary courses in team-teaching environments, and provides a wide range of courses from introductory to college level – sixty of which students can earn college credits for. Advanced Placement (AP) courses – and some that are beyond AP level – are available, for example in genetics, optics, and immunology. As a STEM-focused school, a strong emphasis is placed on research skills through project and lab work, with students mentored by staff to undertake research in a professional manner and present their findings to audiences of their peers and beyond.

Students undertake a year-long Fundamentals in Research Methods (FIRM) project on a maths or science subject of their choosing which culminates in participation at one of several school-led, regional and national fairs and symposiums. As a result of the professional quality of student research projects, the school has created a partnership with the US Department of the Interior that enables both to share resources, technology and data related to research about the local Hot Spring National Park’s natural and cultural resources.

ASMSA is frequently recognised as one of America’s top-performing schools for students wanting to accelerate their learning and be more effectively prepared for college.
At Quest to Learn, a middle and high school jointly founded by computer game designers, students learn as they design and develop their own virtual world.

Teachers at Quest to Learn use insights from computer game design to motivate and engage learners, using an integrated curriculum that mimics the design principles of computer games in which many young people participate as gamers.

**HIGH-CHALLENGE ENVIRONMENTS**

Each year students undertake ten–week ‘Discovery Missions’: narrative challenges, games or quests that engage them in solving complex problems using a variety of methods, including learning coding and building their own games. The architecture of games – rules, components, core mechanics, goals, conflict, choice, and space – guide the design of immersive learning experiences that require students to take on a variety of roles and engage in complex thinking in order to succeed in their quest. The gamelike curriculum intends to create worlds in which students – or ‘players’ as they are known – actively participate, use strategic thinking to make choices, solve complex problems, seek out and interact with content knowledge, receive constant feedback, and collaborate with others in order to progress, achieve and surpass goals.

**DEVELOPING SYSTEMS THINKING**

Quest to Learn places significant value on working in cross-functional teams, where each student contributes a specialised practice in order to collaboratively solve a challenge. The approach mimics an adult working environment in which students can recognise their own mastery of a subject or skill and contribute knowledge and understanding towards collaborative, multidisciplinary work with others.

Students are expected to engage in rigorous research, theorising, testing, evaluation and critique in order to complete each mission; analysing, building and modifying a range of systems and disciplines in the process. Previous missions include a challenge for students to invent a transport that would penetrate the earth’s core and encounter all geological layers along the way, and using Greek myths and digital location tools to travel back in time to conduct an undercover investigation of conflicts between Sparta and Ancient Greece.

Quest to Learn’s pupil engagement levels are in the top 3% of schools in New York City, and in their first year at the school students have been shown to make significant gains in systems thinking, time management and collaboration skills.
TEMPLESTOWE COLLEGE, AUSTRALIA

Templestowe College’s vision is ‘to be a supportive community, empowering students to manage their individualised learning and turn ideas into reality’.

Over the past five years the school has learned how to enable students to take increasing responsibility for their learning and give them greater freedom to make decisions in their own best interest, in order to develop resilient, self-aware and creative young adults who are better prepared to survive and thrive in employment and higher education. There are no year levels except for an ‘Entry Class’ equivalent to Year Seven, in which students choose one third of what they study. Upon graduation from Entry, students are free to choose their entire academic program from one hundred and twenty electives after completion of Foundation Literacy, Numeracy and Science, in consultation with their parents and teachers.

Each student has an individualised learning plan which they own, and works with personally-selected Learning Mentors to set goals. ‘Grade point average’ feedback is provided every three weeks so students know how they are achieving in class. Students’ interests are valued equally with academic achievement: students can not only choose their course of study from a wide range of electives but can also put forward new areas of study or negotiate a personalised learning project with staff, if there is a particular subject area or skill they would like to explore.

ACCELERATED LEARNING PATHS
Students who are advancing quickly – and have a particular passion – have the option to accelerate their learning by taking on VCE (secondary qualification) courses from the second year of their studies. As there are no year levels and individuals advance at their own pace, students are able to graduate early or even begin university study through Open Universities Australia while at the College.

DEVELOPING TALENT THROUGH PASSION AND INTEREST
Talent is also developed at the College through passion. Many of the electives offered are the result of student demand, such as working with animals, or gaming design studies, which is run in collaboration with La Trobe University. Some students have a particular passion or talent but cannot find it represented in the current choice on offer. These students are able to set goals with the supervision of a staff member and, through distance education and more than thirty Vocational Education and training subjects, access additional learning offered outside the school. Previously students have chosen to pursue eight different languages, digital music composition and a helicopter pilot licence.
Khan Academy, Online

Free education for anyone anywhere.

Khan Academy offers practice exercises, instructional videos, and a personalised learning dashboard that empower learners to study at their own pace in and outside of the classroom.

Use of Data by Students, Parents and Coaches

Back office software tracks what has been learnt and where the student has spent time. These data are private but can be analysed by each user and their coaches, offering ‘at a glance’ progress information. Khan Academy also offers free tools for parents and teachers to coach students, helping them to better understand how best to help their students. Coaches can discover immediately whether a child or student is struggling, or if he or she is excelling. The coach dashboard can also provide a summary of class performance overall as well as personal student profiles.

A Diverse Range of General and Specialised, Interactive Content That Supports Students to Drive Their Own Learning

Students are offered a range of topics such as maths, science, computer programming, history, art history, and economics in a range of forms including interactive challenges, assessments and videos. Maths missions guide learners through levels of difficulty using adaptive technology that can identify strengths and gaps in learning. The Khan Academy have partnered with institutions such as NASA, The Museum of Modern Art, The California Academy of Sciences, and MIT to offer more specialist content. The Academy helps parents and teachers to facilitate learning about this specialist content by offering coaching guidance.

“My name is Harshal and I am nine years old. I get bored in school even when I am doing two grades ahead. Now, I can always look forward to doing something that challenges me when I get home. I finish my homework in school, and my parents had to enroll me in something so I’ll actually have work when I get home. Right now, I am doing derivatives in Khan Academy, which I never thought would happen. The way you teach me makes me understand so much faster than my Dad. Thank you!”
LUMIAR, BRAZIL

Flexible school structures that reflect student motivation and passion.

At Lumiar there are no lessons, fixed timetables or teachers as we would recognise them. In the morning students take optional workshops on topics from filmmaking to circus training. In the afternoon groups of students work on projects they choose for themselves. Half of the teachers work as tutors in a pastoral care role. The other half, usually energetic young teachers with expertise in a particular area, work as ‘masters’. Students learn in multi-age teams in a variety of spaces across the school. Learning is organic and collaborative. Lumiar is a close knit community. Students and parents also play a key role in school decision-making, investing in the life of the school community. All students, aged four to fourteen, participate in a weekly meeting. Here they learn how to debate, express opinions and respect and value others.

STUDENTS ARE ENCOURAGED TO FIND AND DEMONSTRATE THEIR OWN POTENTIAL

Lumiar aims to develop skills, abilities and a mastery of subjects. Their starting point is to offer students an invitation to explore, and then foster a thirst for knowledge. If students are not engaged in what they are doing they are given the option of doing something else. A commitment to excellence does not prevent students from discovering their potential in a range of different areas.

TAPPING INTO PERSONAL INTERESTS

At Lumiar the curriculum is based on skills and abilities, and students take a very active role in learning. Learning is designed in partnership with students using a customised and challenge-based approach. Every two months tutors meet with students to plan their future projects, reflecting the interests of the students.
HIGH TECH HIGH, USA

High Tech High comprises thirteen charter schools in the San Diego area.

Each school is designed around four principles for learning: personalisation; adult world connection; a common intellectual mission; and teacher as designer.

Students are accepted to High Tech High through a postcode lottery system, and students are neither tracked nor organised by their perceived academic ability. All students are engaged in a rigorous academic program through undertaking interdisciplinary projects.

CONNECTIONS BEYOND THE CLASSROOM
At High Tech High schools, students are developed as self-directed learners. The physical learning spaces resemble an adult learning environment, mimicking features of universities and workplaces such as common areas, high tech labs and open seminar rooms. A significant portion of student time is spent learning outside of school, on internships and placements where students are expected to complete projects alongside employees that contribute value to both the student’s learning and the organisation where they are placed. Students regularly work alongside STEM industry experts, and are expected to produce projects of professional quality that contribute to their local communities. In the past, students have written and published a series of books about the flora and fauna of the San Diego bay area, researched Ebola healthcare management and explored what it takes to run a contracting business.

PUBLIC EXHIBITION OF WORK
Assessment through public exhibition of student work is a key feature of the learning design at High Tech High schools. Each year, exhibitions bring students, teachers, families, experts and the local community together to display and explore the learning that has taken place through student projects. Exhibitions support students to articulate and be assessed on both their mastery of content knowledge and the learning journey they have undertaken throughout the project. Public exhibitions place challenges and demands on students to translate their findings into new formats, present on their learning in an engaging, confident and articulate way to adults and demonstrate how they have achieved the goals set out earlier in the year.

TEACHER AS LEARNING DESIGNER
Teachers are designers of learning rather than content experts, and work in interdisciplinary teams to design courses, common rubrics and rituals for assessment through which students can demonstrate their learning throughout their projects.

96% of High Tech High graduates have gone on to college, with 86% of High Tech graduates either still in or have graduated from college: the national rate is about 59%.
SCHOOL 21, UK

School 21 is a ‘free school’ catering for students aged four to eighteen in East London. The school has high academic expectations for its students, but also maintains a strong focus on well-being.

Six attributes are explicit in School 21’s learning design: grit; professionalism; expertise; eloquence; spark; and craftsmanship. These attributes are brought to life through a project-based learning approach where oracy skills and confidence are developed through ‘exploratory talk’, and student growth is measured through the ability to produce and exhibit beautiful work. The school’s design allows for longer workshop-style lessons where students engage in collaborative, interdisciplinary projects that have real application to their lives and experiences.

ORACY SKILLS FOR DEEPER LEARNING

The school’s English language specialism ensures that all students become fluent writers, avid readers and eloquent speakers. Regular exploratory talk is seen as an effective tool for learning, enabling students to achieve a deeper understanding of content through articulating key concepts and ideas, and asking and responding to hard questions. Students are supported through coaching to develop professionalism and eloquence in their speech, learning how to have productive conversations about their work in pairs and groups or with adults in unfamiliar environments.

ACHIEVING EXCELLENCE THROUGH BEAUTIFUL WORK

Student potential comes to life at School 21 through the creation and exhibition of high quality work. Critique and feedback are essential elements of producing beautiful work at School 21, as students learn to provide and receive constructive criticism from their peers in order to create new drafts and improve their work. The purpose of constant drafting and refinement isn’t to get a better grade; but to encourage students to achieve excellence through perseverance, challenge and reflection.

Rather than a traditional parents evening, School 21 instead holds exhibitions where students are able to present their most beautiful work to an audience, talk about their learning and progress over the past year and answer challenging questions about the content or their learning process.

In 2014 the school received an ‘outstanding’ rating in all four Ofsted (Office for Standards in Education, Children’s Services and Skills) categories. The report remarked that ‘Pupils across the school make exceptional progress because they acquire knowledge and understanding beyond that expected for their age... develop extraordinary skills in listening, speaking and questioning and become skilled at planning and redrafting their work so that they can continually improve’.
SCHOOL OF COMMUNICATION ARTS 2.0, UK

“I learned how hard it is to work in this industry. And I learned that, not only am I capable, I am only too happy to embrace the workload. I am probably not so different, I have just realised my potential. The school gave me a massive kick up the backside.”

AN INDUSTRY-LED LEARNING PROGRAM BRIDGING THE GAP BETWEEN THE STUDIO AND THE ADVERTISING WORLD

School of Communication Arts (SCA) offers an 18 month long education experience for eighteen year olds and is designed to help students find jobs in the advertising industry. Students choose units along one of three pathways - copywriter, art director, and ideapreneur.

Students learn in a studio of thirty-six students rather than a classroom, working together on live briefs. Mentors are there to discuss briefs and offer students feedback, as well as help forge relationships with industry professionals.

The program is supported by leading advertising agencies meaning that it is constantly evolving and industry responsive. Agencies donate three things to the studio: money, time, and knowledge. Anyone practising in the industry can contribute to the curriculum wiki, with SCA staff deciding which contributions go live. Overall there are 900 industry mentors, with six to seven in the studio each day, depending on the stage of the students’ projects. Students spend ten months in a studio and six months on placements and success is determined by whether or not the student gets a job.

SCA targets and nurtures the best creative talent, but also strives to be inclusive and is committed to helping to increase diversity in the advertising industry. Students learn to work together with people of different ages and backgrounds.

STUDENTS ARE SELECTED BASED ON CHARACTER, PASSION AND CREATIVITY

Students need to be ‘bright, humble and able to play nicely’. The selection process includes a phone call with the Dean and a selection day. Through a range of activities prospective students demonstrate their creative talent. Some students already have university degrees and careers behind them, others have not achieved well in the mainstream education system.

During term one space is given for students to think and reflect. In term two students are thrown into a challenging sequence of completing live briefs and rapidly learning how to fail and improve, learning how to cope with pressure and manage their time. Term three is reserved for portfolio building, and supporting the students to find their own direction.

On Portfolio day sponsors and agencies review the work to find the best talent and students have an opportunity to network and build on the connections they make through the program.
FEENIKS KOULU, FINLAND

Feeniks Koulu is a government school with non-mandatory attendance for students being home-schooled. It has a distinctive learning culture that is personalised yet highly collaborative built on mutual trust and respect between students and adults, offering real flexibility for learners.

DISCOVERING POTENTIAL THAT CORRELATES WITH PERSONAL INTERESTS
Teachers at Feeniks Koulu believe that everyone has an innate ability to learn, so they encourage that national curiosity and desire by giving students the space and time to explore their own interests, find their own motivation for learning, and discover individual ways to grow and develop. Each student has a learning plan that is as free or as defined as a student or their family wants.

AN INCLUSIVE AND EQUAL LEARNING COMMUNITY
Feeniks Koulu is a learning community based on shared decision-making. Learners are seen as independent constructors of knowledge rather than passive recipients. As such they design and populate their online platform call Data Builders. Students are able to choose what they study by questioning and seeking out information. They can track their own progress against the curriculum. What they learn and when is up to them. Learning can happen individually or in groups, in a classroom or via skype tutoring and home visits. Weekly meetings are held to bring students, parents and teachers together to share common practices and socialise. Teachers, students and parents are equal partners in the learning process.
PIXAR, USA

Pixar is known for its innovative working culture. ‘Collective creativity’ is fundamental to the success of their films, which typically take four to five years to create, relying on the input of hundreds of people.

To create this culture Pixar employs five principles:

1. Empower Your Creatives
2. Create a Peer Culture
3. Free Up Communication
4. Craft a Learning Environment
5. Get More Out of Post-mortems

A commitment to developing people as lifelong learners runs through each one of these principles.

COLLABORATION AT THE HEART OF SUCCESS
At Pixar everyone is fully invested in helping colleagues produce their best work. Collaboration is crucial in an intense and demanding production schedule and lies at the heart of effective work-based learning too. Group analysis of what works and what doesn’t stimulates discussion and progression rather than attributes blame. This culture of open communication and collaboration permeates the whole organisation.

“The Brain Trust”, a group including the Producer and all eight Directors, convene to solve problems when advice is needed. At “The Dailies” the whole animation crew shows their work and everyone offers suggestions. This peer-led approach increases communication, spreads inspiration and encourages learning from one another.

FREEDOM TO LEARN
Pixar invest in and support the creative independence of their people, offering support without undermining authority. ‘Pixar University’ supports collaborative learning, but employees are given the freedom to learn what they want. Every employee, regardless of position, is encouraged to devote up to four hours per week to learning as a part of their paid work time. Pixar offer one-hundred and ten courses from filmmaking to creative writing.
YEAR HERE, UK

A full-time, intensive postgraduate course in social innovation aimed at preparing participants to be leaders of transformational change.

Fellows are selected for Year Here based on their fit with a set of selection criteria including humility, resilience, courage and curiosity, and their prior academic achievement at university. The program acknowledges that academic success is only one aspect of aptitude.

LEARNING BY DOING

Year Here Fellows are placed in a social service organisation in their first few months and given responsibility for leading a program of their own design that tackles a real social challenge faced in that area. Fellows step into the shoes of youth workers, care assistants and homeless support workers in order to develop insights into and relationships with the people who are affected by key challenges. Coaching, mentoring, action learning and access to experts throughout the year supports Fellows to develop the skills required to understand complex challenges, design solutions, implement change and lead a diverse team. At the end of each week, Fellows come together to reflect on their learning, hear from experts and develop their skills in telling the stories of the people they work alongside.

PROFESSIONAL TOOLS AND OPPORTUNITIES

Fellows take part in intensive bootcamps run in partnership with industry experts to learn innovation, business and leadership skills such as design thinking, impact measurement and community development. Leadership is cultivated through targeted coaching sessions, a 360-degree appraisal, and mentoring sessions with policymakers or social entrepreneurs. A strong emphasis is placed on networking with peers and the expert faculty as a means of building upon innovations and creating next steps for Fellows when they graduate from the program. Fellows are encouraged to find their voice and make their work visible through journalistic writing, blogging and portfolio-building, and a social venture incubator provides a space to generate ideas for their own venture, prototype it with users and pitch at crowdfunding events. New ventures developed by Fellows include Rootless Garden, a social enterprise that brings nature into care homes.

Year Here culminates with the completion of a final project on an area of particular interest resulting from the past year (such as a business plan for a social venture, a community event or a research report on an ignored issue), and GradFest, a festival of social innovation at which fellows showcase their work over the past year to potential employers and partners.
HYPER ISLAND, SWEDEN

Hyper Island offer immersive programs that help individuals and businesses to acquire the knowledge and skills needed to lead change. They design learning experiences that challenge companies and individuals to stay competitive and relevant in an increasingly digital world. They offer executive programs and programs for students, as well as ‘Open Classes’ in cities around the world, and have recently launched a Masters course in Singapore and the UK.

Programs are constantly developing in partnership with students through Concept Design Seminars. Their philosophy is based on six principles:

- Lifelong learning
- Real world ready
- Lead the change
- Seize your potential
- Team is everything
- Change the world

‘Hyper Island empowers passionate participation by challenging people to set ambitious goals and giving them authority over their own learning, and power to realise their own potential.’

IDENTIFYING POTENTIAL THROUGH A CREATIVE AND MULTIDISCIPLINARY TASK

Each year students are asked to take part in a creative task. The 2015 task required them to identify a cause they were passionate about within the theme of equality; take the role of a change agent; explore how to raise awareness of the issue by creating a call to action using digital technology and create a product/service/experience that contributes to solving a current inequality locally or globally. Students are encouraged to be bold and brave and are assessed on (i) innovation, feasibility and originality, and (ii) presentation and effective communication.

CULTIVATING LIFELONG LEARNERS

A range of courses are offered in various disciplines and formats including full-time, part-time and immersive programs. Hyper Island’s model offers a distinctive action-learning approach, with participants working in multidisciplinary teams delivering solutions to real problems brought to them by businesses. They are supported by specially trained mentors and facilitators, and use techniques such as structured feedback, reflection and learning journals. By using a set methodology that focuses on the why as much as the how and the what, and on team collaboration instead of individual effort, Hyper Island programs challenge participants to grow personally and professionally. Hyper Island introduces new ways of thinking and learning for participants, laying the foundations for lifelong learning.
FIFTEEN APPRENTICESHIP, UK

Fifteen provides a twelve-month program comprising on the job learning, college based work, sourcing trips and personal development to train apprentices to become professional chefs. The program is custom made to champion young people and has evolved year on year.

Currently, an apprenticeship starts with a one week induction, followed by a structured program over six days per week: one day in college, one day sourcing, welfare activities or team building, and up to six shifts in the kitchen. As the year progresses apprentices spend less time in college and more time in the kitchen. The apprenticeship culminates in ‘chefs’ week’ during which the apprentices take over the running of the kitchen and restaurant, followed by two weeks working in a top restaurant.

IDENTIFYING PASSION
Every year eighteen individuals aged eighteen to twenty-five are selected to join Fifteen. Candidates are not selected on the basis of previous experience or grades. They must show a passion for food, a desire to be a chef, the determination to get more out of the course, the ability to work as a team, enthusiasm, and commitment to long hours, late nights and early mornings. Fifteen also carries out outreach work – talks, workshops, short courses and taster days – to spread a passion for food and cooking and to signpost opportunities for other young people to enter the industry.

PERSONAL DEVELOPMENT TO SUPPORT LEARNING
Fifteen offers 'open door personal development' which supports each apprentice successfully to transition onto the program and to overcome what are sometimes quite complex social and emotional issues. This gives them the skills they need to make the apprenticeship a success and move away from entrenched and often negative feelings. A range of challenge activities, as a part of e.g. National Apprenticeship week, encourage the young people to develop the team working skills necessary for them to work successfully in any kitchen.
DARZI FELLOWSHIP, UK

A professional development program focused on developing leadership skills through active learning.

The Darzi Fellowship, run by the Centre for Innovation in Health Management, is designed to produce leaders who can transform the health system to meet the challenges of today and the future. These challenges are complex, so the Fellowship focuses on generating an understanding of the techniques and conditions that make change possible, rather than expertise in particular solutions. The program includes formal taught modules, coaching and action learning. 100% attendance is expected for all course modules, as it is for any associated educational events. Any less a commitment disrupts the group learning experience and may compromise ability to obtain the associated accredited qualification – Postgraduate Certificate – at the end of the program.

MULTI-DISCIPLINARY PEER LEARNING

Fellows are selected from a range of different disciplines, reflecting the changing landscape of healthcare. Nurses, pharmacists, dentists and paramedics, as well as doctors, are chosen in the early stages of their career. This Fellowship brings young clinicians together around a shared energy and passion for change. Sixty clinicians work together in different sized groups throughout the year.

LEARNING THROUGH DOING AND REFLECTING

The Darzi Fellowship requires Fellows to take responsibility for their own development. Learning opportunities encourage a high level of participation and are structured using case studies, exercises and group discussion. Throughout the year Fellows work on a major project (or in some cases a number of projects) covering service change, quality and safety improvement or leadership capacity building, under the guidance of a nominated sponsor. These projects are used as case material for individual and collaborative learning. Participants are encouraged to reflect on their own experience and examine their values and work practices throughout. One-to-one coaching sessions and keeping learning logs support Fellows to examine their learning process.

The Fellowship initiative was subject to an in depth evaluation published in 2011, which found that:

- Fellowships are transformative, not only for participants, but for the organisation in which they work.
- Fellows played a major role in many successful transformations projects and many had generated significant financial savings for their organisation.
- There are system-wide benefits to the Fellowship program that go beyond the immediate benefit for participants or their host organisations.
CRAFTS COUNCIL HOTHOUSE, UK

The Crafts Council's Hothouse is a six-month program for talented emerging makers and provides participants with the tools to grow sustainable and successful craft practice.

The program, led by expert trainers and makers, comprises ten workshops, a two-day residential, six hours of one-to-one mentoring and connections to national maker networks and organisations. There are no age limits or prior education required, and participants are selected into the program based on originality and quality of ideas, quality of making, and commitment to the development of a craft-based practice and business.

CREATIVE AND PROFESSIONAL DEVELOPMENT
Participants choose to work alone or with others together in a studio offering creative energy and practical support, and begin by considering what it is they want to achieve as makers, based on their personal vision and values in order to shape their career path. The program is designed to develop both creative and professional practice, challenging participants to grow as makers and to prepare for successful careers by exploring business practices and conducting market research alongside industry mentors. Participants develop skills and self-determination as well as strong peer networks. Crafts Council also offers the year-long injection program for more established makers to give them the tools, knowledge, confidence and resilience to approach investors and seek funding.

COLLABORATIVE WORKING AND PEER SUPPORT
Self and peer review is an important aspect of the program, as participants learn how to use cross disciplinary insights and develop confidence and self-belief through providing and receiving critique to and from peers on their work. The guidance of mentors helps participants to take an analytical approach to parts of their business that may not be yielding the most productive outcome. Beyond the Hothouse program, Crafts Council offers the Portfolio program to help makers to develop partnerships with professionals in other sectors. This pushes participants to explore new territory, to challenge their creative practice and to develop new, industry-specific skills and techniques.

So far, over one-hundred and sixty makers have participated in Hothouse. Of the 2014 graduating cohort 100% stated that Hothouse enabled them to think differently about their career direction, 92% understood the sector better, and 87% could identify new skills/abilities learnt during the program. Confidence to be entrepreneurial increased from 25% to 78%, and creative analysis skills increased from 29% to 78%.
ACADEMIA SANCHEZ-CASAL, SPAIN

A holistic approach to developing multiple talents

The Sánchez-Casal Academy, in conjunction with ES International School, offers talented tennis players who aim to become professionals the possibility of completing an American educational program on campus. The school program is offered in a format that makes it fully compatible with a student’s tennis training without undermining academic quality.

This high performance training method links excellence in sporting achievement to a tennis players’ academic development, placing special emphasis on sports science, as an opportunity to explore every complementary aspect of a players’ development during their stay: physical preparation, nutrition, sports psychology, and physiotherapy.

INDIVIDUAL AND GROUP SUPPORT
The Psychology Department at the Sanchez-Casal Academy aims to develop the emotional, academic, sporting and social welfare of students. The Department focuses on two specific areas: a) sports, in which they work in groups and on court with the aim to help each player develop different techniques to achieve objectives and b) psychological support oriented toward emotional and personal well being. The Academy conducts individual or group sessions with their students, encouraging different forms of training and learning.

This system has been used by ATP and WTA players such as Svetlana Kuznetsova, Andy Murray, Daniela Hantuchova, Tamira Paszek, Juan Monaco and Grigor Dimitrov.
We encourage you to engage with the series of publications and to share these open resources widely within your network.

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