

# PLACE SCHOOL LEARNING STATEMENT

Learning at Place Schools will be different. An emphasis on understanding self and others will run through every part of school life and students will be empowered with a knowledge of their own innate resilience and potential as a result.

Students will learn in an environment where fresh insights and creative thinking can flourish. Learning will happen in and out of the classroom, within and beyond the school, and be connected to real world activities, challenges, projects and themes. Assessment will value and celebrate the wide range of knowledge, skills and capabilities that come from this way of learning.

And finally learning will have purpose, making it a meaningful part of students' lives and providing opportunities and experiences that will connect them to the world around.

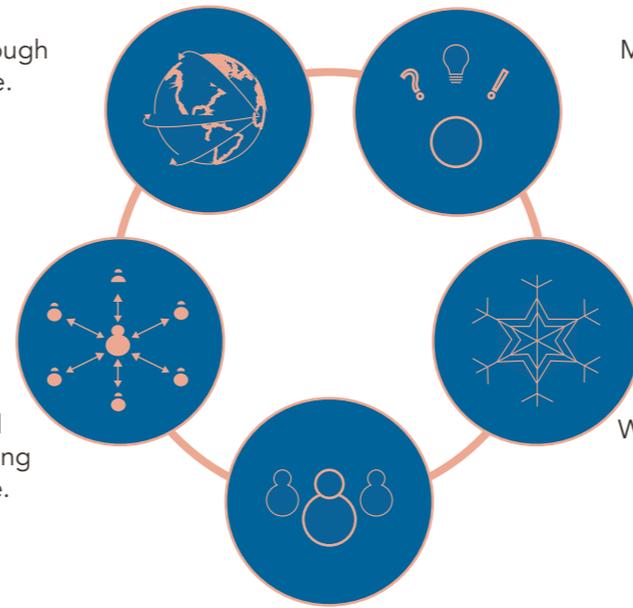
**Experience**  
Integrating learning through real world experience.

**Trust**  
Manifesting trust to liberate potential in both adults and students.

**People**  
Understanding our shared human experience, celebrating and valuing our difference.

**Connections**  
With the environment and with local and global community.

**Agency**  
Supporting the realisation of agency through personalisation, awareness and action.



We are ambitious for our work together and take responsibility for each other's learning. The dalliness of the sessions emphasises our commitment to each other's learning.

If you want to reach the top of the mountain, you can't do it on your own – the whole team has to get there. We share what matters with each other – about learning and life. We set each other up for success.

There are always staff around at the start and end of each day to meet with parents and students – to act out our commitment to wrap-around support.

Sometimes we are all learning essential subject knowledge. But we also learn the skills to use knowledge for real purposes. If we are struggling with anything there is always a spare adult who can run a 1:1 session with us. The variety is fun.

I really value the time at lunch. We all eat together, which is fun. And it's great to have time to just play out with my friends. Sometimes we use lunch to work on our projects.

When you start at school this can be scary at times because some of the projects are really ambitious. The satisfaction from completing them together as a team, though, is fantastic. Our parents love the exhibitions, too.

As a parent, I really wasn't sure about projects to start with, but seeing the engagement and the joy – and having visited the exhibitions – I'm completely sold on it now. I get it!

We end where we began – a check-in with our team and with our Advisor. We share the experiences of the day and what we will be doing in Electives. It is the most relaxed part of the day - time when we look out for one another.

As a parent, I can't tell you how much we appreciate Electives. It's great for our kids to have this range of opportunity, but it's also a fantastic way for parents and others to get involved and to help – not just with activities our children are doing, but to bring our passions to the table in service of others.

We make sure we include activities that introduce students to clubs or interest groups in their communities. For lots of reasons, students can't always access these opportunities easily, so an introduction from the school can support them in longer term participation.

This is a part of our school that my friends in other schools don't get. Basically, we are invited to explore our passions. If I wanted to do Japanese or microbiology, the school would find a way for me to do that and others to join me and an adult to help.

## A TYPICAL DAY

**8:00-9:00AM DAILY ADULT LEARNING TIME**  
Work together as 'faculty' to design projects, plan learning, share practice, develop resources, critique each other's work as peer coaches, watch together videos of teaching and to build together the school's unique professional knowledge-base.

**9am-9.45am TEAM TIME**  
At the beginning of every day we spend time together in Team. We care about one another and pull together to help each other to succeed. We check in; have circle time; plan our day etc. Above all we focus on mindfulness, wellbeing and motivation.

**9.45am-12pm DISCRETE LEARNING**  
This could be a series of lessons or one in-depth experience. Over the week it will cover all the necessary Maths/Science, English/Humanities and the Arts. It may be classroom or community-based; formal learning or investigations. It will include content and skills and will be personalised to student needs.

**12pm-1pm LUNCH**  
This includes social learning, optional activities and preparation for community projects.

**1pm-3.30pm INTERDISCIPLINARY & COMMUNITY PROJECTS**  
The most varied part of the curriculum, this might include school designed projects that are done by all on campus, or community-based projects in small groups. For older students it can be internships. At certain times it will be locally designed 'expeditions'.

**3.30pm-4pm TEAM TIME**  
The day ends in Team when not community based. There is check-in & planning for extended learning.

**4pm ELECTIVES**  
Electives are not conventional extra-curricular activities. Students are encouraged to pursue their personal passions and interests.

We have a Director of Learning who designs these sessions, and there is flexibility over the year so we can balance the hours we work. What works as quality learning with students works for us as adults, too.

The Advisor is the most important person in a student's school experience. He/she is responsible for welfare, home-school liaison, learning success – everything. The Advisor goes the extra mile for each student.

Groupings are varied, but each learning pod has 50 students, 2 teachers and 2 support staff. This allows maximum flexibility and is also a great context for the adults to collaborate and learn together.

As a classroom support person I have learned so much from working in a team in this way. It also gives me lots of opportunity to support individuals or small groups of students.

This is very much seen as community learning time. Staff are available, but students are encouraged to make active use of the time to progress their learning.

Staff design learning together. That is never more evident than the work we do together to design projects and expeditions. These can last one afternoon, or a week or longer, so they need to be tightly planned and well facilitated.

This half-hour is the best time of each day. I stay with my Team for five or more years, so I get to know them really well, and helping them to support one another and to plan their learning beyond school is a great opportunity. They often lead in this Team Time, which is great, too.

Although I teach Maths, my real passion in life is rowing and I just love taking a group to the gym for indoor sessions or down to the river. Myself and one of the learning assistants and 2-3 parents run the group. It's a joy.