



# **Addressing the Dual Challenge**

**Why CAIS Schools Must  
Ensure Academic Innovation**



**Build Sustainable Business Plans**



**October 14, 2015**



Dear Colleagues,

CAIS depends on volunteers and staff who share their passion for our mission, vision and values. The 2051 Project is fortunate to work with education and business leaders challenging us to think in new ways about the future of independent education.

Advisors to The 2051 Project:

Jeff Chisholm, Past Chair, St Andrew's College

Rob Cruickshank, CAIS Board Chair

David Hadden, CAIS Strategic Advisor

Patricia McDermott, CAIS Board Member

Jennifer Riel, Associate Director, Rotman School of Management, U of T

Meena Roberts, Chair, Ashbury College

Dan Sheehan, Vice-Chair, SMUS

Presenters at the July 2015 Victoria Meeting:

Jennifer Riel – “Design Thinking Sprint!”

Rob Cruickshank – “We Need to Change”

Anne-Marie Kee – “The ‘WHY’ of Project 2051”

Dan Pontefract, Chief Envisioner, TELUS – “What Corporate Canada Needs From K-12”

Chris Dede, Timothy E. Wirth Professor in Learning Technologies at Harvard's Graduate School of Education – “Emerging Technologies, Policy, and Leadership”

David Hadden – “Innovating at the Board Level”

Dan Sheehan – “Innovating for the Win-Win”

Thank you to our facilitators – Justin Medved, Director of Learning, Innovation and Technology at The York School; and Garth Nichols, Director of Teaching and Learning at Bayview Glen School – who kept us on track and pushed us to think critically, collaboratively and creatively. Their commitment to The 2051 Project encouraged participants to think differently, engage in thought-provoking research, and begin building a toolkit of innovative ideas for all CAIS schools. And thank you to Fiona Parke, Coordinator of The 2051 Project.

My hope is that The 2051 Project and this report help continue the conversations about the future strength and permanence of our schools.

A handwritten signature in black ink that reads 'AMKee'.

Anne-Marie Kee, Executive Director, CAIS



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## Overview

Internationally, independent schools face dual, interconnected challenges: ensuring that we continuously improve our academic program while at the same time maintaining strong, sustainable business plans to preserve our long-term health and viability. The 2051 Project is designed to address these dual challenges.

In an increasingly competitive market – including an increase in online learning; many public schools that provide excellent education; salaries and other expenses that continue to rise; fee-conscious parents; changing demographics, which can represent decreasing enrolment numbers; and donors who juggle various requests for support – CAIS schools must innovate now if they are to flourish over the long-term.

In July 2015, CAIS school leaders met to address and confront these and related challenges, including:

- The essential need for profound and far-reaching innovation that addresses foundational questions – not just our short-term strategic plans.
- How to create sustainable business and financial models that can continue to fund our academic ambitions in the decades to come.

Among our key conclusions:

- Many schools do not easily execute foundational innovation; their primary focus is on ongoing operations and short-term strategic plans.
- Disruptive innovation is, by nature, non-routine and uncertain.
- We need to think long-term, and confront some basic challenges that have the potential to compromise our future strength.
- CAIS is committed to continuing the work of The 2051 Project, as we help position our member schools to be global leaders in both academic and business innovation.
- The success of this project cannot be truly realized until we see CAIS schools bring innovation into their strategic plans and onto their campuses.
- We will only be successful if we encourage, marshal and coordinate the energy, wisdom and ideas of both our academic and our business leaders. If we do this, we will help create and implement innovation strategies that have the potential to ensure the future strength and ongoing viability of CAIS member schools.



## Introduction to The 2051 Project

In 1948 author George Orwell penned *1984*, which imagined the world in the relatively distant future. When searching for a title for his futuristic novel, he decided to simply reverse the final two numbers.

As we began to focus leaders from our academic and business communities on the future challenges of CAIS member schools, we decided to invoke Orwell. After a year of research and planning, our first gathering took place in the summer of 2015. The title *The 2051 Project* was suggested and quickly caught on. It captured our desire to ensure we kept the long-term health of our schools as our paramount concern. It is important to remember that Orwell's novel was a cautionary tale – he imagined and wrote about a potential dystopian future in order to prevent it.

The 2051 Project encourages leaders at CAIS schools to push strategic thinking beyond the traditional 2 – 5 year planning cycle and to envision independent education in the decades to come.

Although we began with an emphasis on academic innovation, we soon realized that our schools also needed strategic thinking and action on our long-term business plans. If we want to have the necessary resources to continuously update and improve our educational programs we have to ensure that we also have sustainable economic and business models to do so.

The international educational landscape continues to change and become more competitive. Our increasing use of technology – as well as new research on teaching and learning – influences the education we provide tomorrow's leaders. So also our financial realities continue to change and become more competitive, including such effects as school demographics, increasing tuition fees, the nature of parent demands, and the need to balance traditional education with the increased desire for job skills.

Our task at CAIS is to anticipate, address and adapt to our current and future challenges to ensure all our member schools continue to flourish in the long-term.

The 2051 Project marshals best international practices. It encourages the leadership of CAIS schools to think in new ways so that we anticipate the coming challenges with context, wisdom and actionable strategies.



## Planning and Research

44 CAIS school leaders, nominated by their Heads, applied to participate in The 2051 Project. The Advisory Board selected 22 academic leaders and 22 business leaders to participate in a strategic conference held at St. Margaret's School in Victoria, BC, on July 4-6, 2015 (Appendix A).

Liz Falco and Paul Bennett conducted a global scan of schools currently meeting the dual challenge of designing innovative academic programs while managing their business innovation and cost per student. These 22 international schools (Appendix B) were selected as the focus of the participants' pre-work. A pre-work exercise paired our 44 school leaders – one academic leader and one business leader – with one of these 22 international schools. Six comprehensive questions were designed to drive the research on the assigned school (Appendix C).

Three months prior to the Victoria meeting, the participants' preparation began. They were assigned a list of articles and videos from experts and leaders in design thinking, innovation, and independent school trends (Appendix D).

The pre-work questions served to facilitate a deep dive into the international schools. Participants were asked to identify how the academic innovations were defined in terms of time and space, professional growth, curriculum and program, technology, and community partnerships.

Similarly, participants defined how the business innovation addressed fee and revenue creation, cost reduction, human capital, time, place and space, partnerships and sponsorships, and communications, branding, and marketing.

Participants were also asked to answer or address the connections between academic and business innovation; what challenges the international schools faced while implementing their innovations; and how could these innovations affect Canadian schools to enhance their competitive advantage.

All pre-work was completed and shared, with participants required to familiarize themselves with all 22 schools before arriving at the Victoria incubator. This pre-work enabled all 44 participants to arrive with a similar mindset, having all thought and considered these international best practices.



## **The Incubator – On-Site Learning Program**

### **The Mission of the First Meeting of The 2051 Project**

“Create an engaging experience for a diverse group of school leaders to gather best international practices and create a strategy to grapple with the dual challenge of designing innovative academic programs while also managing cost per student.”

### **Overview and Activities of the On-Site Learning Plan**

The collaboration and learning continued with even greater intensity when the 44 participants met face-to-face. The activities of our on-site program included:

|                  |                           |
|------------------|---------------------------|
| <i>Day One</i>   | Incubate                  |
| <i>Day Two</i>   | Ideate and Collaborate    |
| <i>Day Three</i> | Create                    |
| <i>Day Four</i>  | Communicate and Take Back |

Throughout the four days, both the academic and business participants were continuously pushed away from their respective comfort zones, and to think in new ways about the dual challenges. Participants were also encouraged to think of all CAIS schools, not just their own.

Session notes are archived for future research and collaboration, and can be found here: [CAIS Project 2051 website](#).

The final piece of the on-site program included a case study presentation and the development of a communication toolkit for CAIS and participants.

The case study component asked participants, as members of a leading-edge consultancy service, to create and present a strategic vision for their school – in the style of a “Dragons’ Den” competition. Presenters recommended key strategic choices that would drive innovation in the business and academic areas to enhance the school’s strength and permanence. Presenters were challenged to defend their rationale of the choices made and how they would be implemented.



## **Academic Program**

When asked about opportunities to innovate within the academic program, participants identified the following:

- Timetable – flexibility in scheduling
- Experiential learning opportunities – exchange and co-op programs
- Online micro-school – extending the CAIS Academic Program
- Blended learning and the use of technology
- Personalized learning
- Project-based learning
- Self-directed learning
- Learning environments
- Assessments – students, parents, and faculty
- Collaborative faculty PD

## **Business and Operations**

When asked about opportunities to innovate within business and operations, participants identified the following:

- Enrolment
- Tuition
- Boards facilitating strategic choice surrounding innovation
- Flexible and adaptive financial plans
- Partnerships
- Extended course offerings
- New hires designated to develop and initiate innovation initiatives
- Leveraging the collaborative business culture of shared resources
- Leveraging technology to reduce costs
- Faculty structures and salaries





## Discussions and Questions

Participants were encouraged to identify the most important challenges and questions confronting Boards, Heads and Leadership Teams as they plan for the future. Among the challenges and questions raised:

- How best to ensure that the Board, Head and Leadership Team – already challenged to find adequate capacity for strategic planning – allow for the opportunity and time needed to address and confront these important issues?
- Are some schools in danger of over-servicing their communities – especially considering the attendant costs?
- Where should our strategic attentions be: short-term, medium-term and long-term?
- How afraid should we be, especially considering the ease with which online schools can be created, and as we consider the many public schools that offer excellent education?
- Where are CAIS schools' continued strength and permanence most at risk?
- To what extent are CAIS schools already innovating? How well are schools managing their innovation initiatives? Are these strategies being appropriately shared?
- As schools develop innovative strategies, how will Heads and Boards articulate and share these strategies to help their schools achieve sustainable competitive advantages? How will success be measured?
- What proportion of a school's resources should be allocated to this task of identifying and funding strategic innovations?
- As we innovate, how can CAIS schools best collaborate with other CAIS schools, some of which are competitors?
- How can CAIS schools ensure that these innovations create value for their communities – including students, academic staff and parents – now and in the future?



## Insights and Conclusions

There were a variety of insights and conclusions, including:

- Strategy and innovation are two different ways to plan. Organizations are mostly built for ongoing operations with clear destinations, not to execute significant, foundational innovation.
- Strategic planning is routine, analytic, focused on existing performance indicators, and assumes the future looks like today.
- Innovative planning is disruptive, creative, focused on new insights, and assumes the future is dynamic.
- Innovation is an imperative; threats to our schools are imminent; the status quo will not solve future issues and challenges; if we don't act, there will be actions taken by the larger community that we have no control over. As one participant noted: "The burning platform is as important as the compelling vision."
- Independent school expenses will continue to increase at a rate above inflation, with the estimate being the Consumer Price Index plus 2%.
- Data suggests that by 2019 roughly 50% of high school courses will be delivered online in some form or fashion.
- The entire school community – teachers, students and parents – thrives by creating win-win-win relationships. It's important to build continuous trust, secure engagement early in the process, look at problems from others' perspective, and over-communicate.
- We should continue to investigate non-traditional revenue streams, including online initiatives, facility rentals, etc.
- As schools begin to focus on innovation initiatives, they must determine their strengths and weaknesses (see Appendix E for the Innovation Landscape Map).
- How schools implement innovation will vary from institution to institution.
- Both academic and business leadership is critical to successful innovation.
- In the new CAIS Accreditation Standards, schools are required to have an innovation strategy: "Standard I I, Indicator 5: the School is aware of and continues to search out new approaches to education and implement those aligned to the mission of the School."
- CAIS schools have more in common than we think, and there is strength and power in our numbers.
- Student-driven passion – self-directed, project-based – can be a powerful force.
- We should leverage connections within CAIS to enable students to learn on a national and international scale.
- Schools around the world are embracing various forms of innovation. Great schools of the future will create strategies that focus on educational and technological innovation as well as business model innovation.



## Next Steps

As CAIS continues to promote continuous whole school improvement, The 2051 Project will continue to generate conversations, tool kits, and action plans that will assist member schools to innovate in both the academic and business realms.

CAIS will continue to cultivate conversations, foster learning, and develop deliverables to be housed in CAIS Connect that can be used as resource guides to members schools designing strategies to bring innovation into their schools.

The true success of The 2051 Project will be determined by how participants and their schools implement their newly instilled knowledge and their desire to innovate. Innovation strategies must evolve; they are a process of continual experimentation, learning, and adaptation.

In April 2016, CAIS will host the first annual National Conference – Catalytic Conversations on the Future of Education. Conversations started at The 2051 Project will continue through Open National Network Workshops and Catalytic Conversations led by notable industry experts and CAIS school leaders.

In April 2016, the CAIS Spring Leadership Institute will debut a new module, Design Thinking for School Innovation, led by the facilitators of The 2051 Project. There will be a module designed to develop an “innovator’s mindset” among participants.

As part of the communication toolkit, CAIS created and shared [The 2051 Project Participant slide deck](#). As of October 2015, many of The 2051 Project participants had made or shared presentations with their Leadership Teams and Boards. Many also expressed the desire to join The 2051 Project – Part 2 Catalytic Conversations at the CAIS National Conference in April 2016.

CAIS hopes to continue to push the envelope in offering professional development opportunities that have never before been attempted and that push participants out of their comfort zones into new realms of thinking. We believe that the engagement of participants – before, during and after the meeting in Victoria – is what sets this PD/Research project apart.

Our greatest aspiration is that The 2051 Project will support and spark innovation and change in our schools so that our students will be prepared for a future that we cannot yet imagine.

Our future students – the future leaders of Canada and the world – depend on us.



## Appendix A – Participants

|                     |  |                                  |
|---------------------|--|----------------------------------|
| Graham Altham-Lewis | Director of Teaching and Learning Innovation         | Appleby College                  |
| Tina Alto           | Executive Director Institutional Advancement         | Balmoral Hall                    |
| Stephen Anthony     | Head of Senior School                                | West Point Grey Academy          |
| Lori Binder         | Associate Head of School                             | Gray Academy of Jewish Education |
| Laura Brock         | IB Coordinator/University & Academic Advisor/Teacher | Halifax Grammar School           |
| Michael Burke       | Deputy Head  | TFS                              |
| Jon Butcher         | Teacher / Administrative Coordinator                 | St. Andrews College              |
| Deborah Cook        | Senior School Principal                              | Queen Margaret's School          |
| Adrienne Davidson   | Director of Advancement                              | St. George's School              |
| Glen Downey         | Teacher  | York School                      |
| Kelsey Edmunds      | IT Director  | St. Clement's School             |
| Andrea Fanjoy       | Assistant Head – Academics                           | Kingsway College School          |
| Heather Friesen     | Head, Academics                                      | Branksome Hall                   |
| Kimberley Harvey    | Director of Senior School                            | York House School                |
| Christianna Hiles   | Curriculum leader! secondary school                  | Saltus Grammar School            |
| Trevor Julian       | Assistant Head of School                             | Strathcona-Tweedsmuir School     |
| Ian Kennedy         | Head of Wentworth, Collingwood School                | Collingwood School               |
| Sharon Klein        | Head of School                                       | St. George's School of Montreal  |
| Denise Lamarche     | Director of Academics                                | St. Michaels University School   |
| Jim LaPlante        | Director of IT                                       | Upper Canada College             |
| John Ligget         | Head of School                                       | The Country Day School           |
| Jim Linley          | Director of Finance                                  | Montcrest School                 |
| Amalia Liogas       | Director of IT                                       | The Study                        |
| Patti MacDonald     | Principal, Junior School                             | The Bishop Strachan School       |
| Sharon Magor        | Director, Admissions & Marketing                     | Trafalgar Castle School          |
| Gillian Martin      | Assistant Head, Senior School                        | Havergal College                 |
| Barbara Mason       | Chief Human Resources Officer                        | Bayview Glen                     |
| David McCarthy      | Director of Academics                                | Brentwood College                |
| Paul McLellan       | Assistant Head, Director of Senior School, RNS       | Rothsay Netherwood School        |
| Brenda Montgomery   | Director of Innovation and Academic Growth           | Selwyn House School              |
| Patrick Niwa        | Director of Technology in Education                  | Meadowridge School               |
| Jim Parke           | Director of Finance & Operations                     | Ridley College                   |
| Philip Peirce       | Director of IT                                       | St. Margaret's School            |
| Helen Pereira-Raso  | Deputy Head  | Holy Trinity School              |
| Barbara Piccini     | Head of Junior School                                | Trinity College School           |
| Paul Prieur         | Director of Admissions & Marketing                   | St. John's-Ravenscourt School    |
| Jason Rogers        | Head of School                                       | Rundle College                   |
| Michael Ruscitti    | Instructional Leader                                 | Royal St. George's College       |



|                     |                         |
|---------------------|-------------------------|
| Tim Rutherford      | CFO                     |
| Christopher Shannon | Headmaster              |
| Ted Spear           | Head of School          |
| Shailau Spivak      | Junior School Principal |
| Claire Sumerlus     | Head of School          |
| Glenn Zederayko     | Head of School          |

Lakefield College School  
Lower Canada College  
Island Pacific School  
Hillfield Strathallan College  
Robbins Hebrew Academy  
Glenlyon Norfolk School



## **Appendix B – 22 Schools that Meet the Dual Challenges**

(detailed information on each school follows the list below)

1. AltSchool, San Francisco, CA
2. American School of Bombay, Mumbai, India
3. Barrington High School, Barrington, IL
4. Chadwick School, Palos Verdes, CA and Incheon, South Korea
5. Classical Academies, San Diego, CA
6. The Drew School, San Francisco, CA
7. Eton College, Oxford, United Kingdom
8. Hawken School, Cleveland, OH
9. Lakeside School, Seattle, WA
10. Laurel School, Shaker Heights, OH
11. The Lovett School, Atlanta, GA
12. Maret School - Malone Schools Online Network, Washington, DC
13. NOLA Micro Schools, New Orleans, LA
14. Nueva School, Hillsborough, CA
15. Oaks Christian Online High School, Westlake Village, CA
16. Palo Alto Schools, CA
17. Punahou School, Honolulu, HI
18. Shattuck -Saint Mary's School, Faribault, MN
19. Springside Chestnut Hill Academy, Philadelphia, PA
20. St. Anne's-Belfield School, Charlottesville, VA
21. Thomas Haney Secondary School, Maple Ridge, BC
22. The Virtual High School, Maynard, MA



## **AltSchool**

Composed of a series of micro-schools, AltSchool has flexible classroom spaces that work as multi-disciplinary learning centers. AltSchool facilities are “non-traditional” in that they have leased former storefronts, fitness facilities, etc. and converted them into “micro schools.” They make extensive use of neighborhood facilities such as yoga studios, libraries, parks, and other enrichment centers in the city.

Teachers work with research teams to develop and enact research in their classrooms. Students are assessed using rubrics, observation, quizzes or problems, and are given feedback weekly, as well as three times a year. There are no grades, or parent/teacher conferences. The Principal and educators focus only on teaching and learning. Administrative tasks are taken care of by centralized services. There is a research team that monitors student learning and provides PL based on the needs of the students.

The school practices rolling admissions to admit students throughout the year. It has raised \$133 million, led by a Founders Fund, with follow-on investment from First Round Capital.

## **Palo Alto High School**

The school has been very intentional in shifting its timetable to provide for three main spaces that have supported greater innovation: 1) student tutorial time, (2) teacher collaboration time, and (3) early dismissal for sporting events on assigned days. These have supported the development of their PLCs and allowed them to also address gaps in student achievement on entry into their Grade 9 English class.

The school allows for teacher collaboration time during the school day cycle. Once every four days teachers have a chance to come together to examine their practice and explore “21<sup>st</sup>-century” pedagogies in pre-set PLCs. It is attempting to be data driven. It looks at strategic questions that it can measure to ensure progress is being made.

It utilizes Board funding to visit other schools who are modelling PLC, and bell times that afford the PLC structure. The school challenges teachers to create essential learning outcomes for every course, have common summative assessments, pilot standards-based grading and finally, introduce an element of Genius hour. Teachers invest part of their collaboration time to curriculum alignment and in some instances, interdisciplinary integration.

## **American School of Bombay**

ASB is an online academy and blended learning environment: the online classroom was founded to provide an effective, accessible, anytime, anywhere online learning environment that encourages collaboration, shared passion and a desire to develop 21<sup>st</sup>-century skills.

The online academy features three learning strands: professionals, students (grades 3-12 and higher education) and adults. Fees vary depending on the course.



ASB established an R&D department in 2011 to formalize its approach to innovation. ASB advances new ideas via R&D right into the institutional framework. ASB uses core innovation processes: explore, study, prototype, research, and scale to guide the work. R&D teams are voluntary teams of faculty, parents and students.

### **Barrington High School**

The school employs an 8-period schedule starting at 7:20 am and ending at 2:35 pm. Every Wednesday period is shortened by six minutes, allowing for PD to begin at 2:03. A “university schedule” is employed where students attend 3/5 classes in smaller groups and 2/5 classes a week in common spaces pursuing instruction collaboratively and online. In addition to reducing class size, this is meant to prepare students for the university experience putting in significant time of their own outside of lectures. Every second Friday of the month is a half-day that provides mandated time for teachers to advance teaching and learning.

The school ensures a balanced budget with a focus on keeping class sizes down and promoting teaching and learning. As a part of this, teachers are compensated less than surrounding school districts and treated very well as professionals, with academic freedom to teach to their strengths, be creative and develop best practices in an ongoing manner. This engenders a very positive work environment where teachers and students are inspired to develop in their own areas of interest.

### **Chadwick School**

While Middle and Upper School students focus on academic core classes in the mornings, afternoons at Chadwick are spent further exploring the arts, participating in team athletics, performing community service or pursuing leadership opportunities. Chadwick’s schedule allows these essential activities to be integrated into the regular school day without compromising the students’ academic commitments.

The nationally accredited outdoor education program is an essential component of experiential education at Chadwick. Through group expeditions in Grades 6-12, students hone their leadership and team-building skills while learning about themselves, others, and the natural world around them.

Chadwick International was founded in 2010, in Songdo, South Korea, within the Incheon Free Economic Zone. The school has grown from its opening enrolment of 260 students from K-Grade 7 to its current population of over 700 students, with the goal of expanding through Grade 12 by 2015. In Fall 2014, more than 51 faculty members, 20 Middle School students, and 10 Upper School students traveled between the campuses. In addition, students in grades 7-9 swapped places twice in Winter and Spring 2014, while 8 more Middle School students headed to Korea to share in the school's nascent outdoor education program.





## Classical Academies

Classical Academies are a group of seven K-12 public charter schools founded in 1999. Coastal Academy, a member of Classical Academies, offers a flexible academic program that allows students to excel at their own pace. Students are encouraged to master the “basics” in an environment that encourages meaningful intellectual stimulation. All programs are considered 100% independent study, although there is much support from teachers.

Each year the academics are divided into six “units,” which are lesson plans packaged into five or six week increments. The units are designed specifically for Coastal Academies parents and facilitate teaching at home.

Track A meets on campus on Tuesdays and Thursdays. Classes are limited to 20 students per teacher and students learn language arts, math, science, and music. Students also have traditional recess and lunch breaks. While at home on Mondays, Wednesdays and Fridays, students complete assignments in language arts, literature, math, and history. Students follow the school curriculum and work independently with a supervising adult on non-workshop days. Track B students attend school workshops on Wednesdays and Fridays. Students in Tracks A and B must participate in scheduled parent-teacher conferences at the end of every Unit to assess student work. Track C is for families who would like more flexibility in their curriculum selection. These students work at home five days per week.

C’Lectives are supplemental workshops exclusively for students enrolled in Track C. C’Lectives give Track C students the classroom interaction and friendship building opportunities that in-seat Track A and B students enjoy. C’lective classes are a year-long commitment with sign-ups happening in the late spring through summer for the following school year.

## The Drew School

Experiential learning is a vital part of the Drew curriculum. Students are encouraged to develop, explore and follow their passions beyond the classroom through unique programs like the DEALL (Drew Education for Active Lifelong Learning) program week, Friday Electives, summer cultural exchanges and travel opportunities, Senior Project, as well as various off campus research and experience trips. For over 20 years, Drew has offered a variety of experiential education programs designed for students to explore and learn from the outside world, beyond their comfort zone. These innovative and inspirational opportunities have proven to be transformative.

Starting in 2009, Drew began an innovative tuition model that is unique nationwide. Their Year of Entry Set or "YES" Tuition establishes sets tuition levels at the year you enrol. At Drew, the tuition will remain the same from enrolment until graduation. While other schools will pass along annual tuition increases that could range anywhere from 3%-10%, the YES Tuition plan will, by comparison, stay the same from grade 9-12. This way parents know and can predict the tuition each year.



## Eton College

The Tony Little Centre for Innovation and Research is a dedicated building with highly flexible teaching and learning spaces. Writeable surfaces, mobile furniture, a glass-walled classroom “observation” room plus state-of-the-art IT facilities allow teachers to experiment with more progressive teaching and learning techniques. There is an emphasis on teacher collaboration and action research using graduate students who work alongside teachers. Learning Support is available in small groups or one-to-one.

Eton Online Ventures, an edtech accelerator allows classroom teachers to work with edtech start-ups to develop innovations in the classroom (for example, interactive textbooks, audio marking essays and tests).

- Over a 3-month cycle, start-ups apply for funding and office space
- Venture capitalists set up the companies and invest
- Eton is the pedagogical voice
- The teams visit each other to bounce around ideas
- The start-ups that Eton approved are invited in and teachers work with them

EtonX is working with schools in China and South-East Asia to give them the skills they need to be successful in Western universities. Their position is that many students in these countries aspire to go to Western universities but don't always thrive because their way of learning is different than Western ways.

## The Hawken School

The school's program is very progressive, with students learning by doing. Core program elements are: Entrepreneurship, Intensives, and STEMM. Construction has begun on a \$25.5 million renovation and addition to their senior school, Stirn Hall. Stirn Hall will provide a spacious 21<sup>st</sup>-century building that will allow students and teachers to fulfil Hawken's mission.

Established in 2010, The Sally & Bob Gries Center for Experiential and Service Learning is an extension campus located in Cleveland's University Circle. Within walking distance students have access to museums, hospitals, musicians, theatre, world-class research, etc.

The business innovation that best describes Hawken would be bold branding and marketing. Their Head of School, Scott Looney, has been very vocal with his staff, parents and the broader community with his messaging about the fact that students learn by doing and that Hawken is committed to progressive education and this is evident in their program. Hawken spends money on getting their messaging right. They have a local marketing company who helps. They have four in-house marketing people. Fees and Revenue is also very interesting. Scott believes in the fact that they are full is evidence that people will pay for quality. All day schools in Cleveland are experiencing declining enrolment, except Hawken. They are full and they charge more than their competitors.



## Lakeside School

Lakeside was a founding school of Global Online Academy, whose mission is to replicate in online classrooms the intellectually rigorous programs and excellent teaching that are hallmarks of its member schools; to foster new and effective ways, through best practices in online education, for students to learn; and to promote students' global awareness and understanding by creating truly diverse, worldwide, online schoolroom communities.

Academic leaders took a zero-based look at what should be taught and how. Each department came up with two "bold & doable" ideas to help ensure the curriculum remains "relevant & future-focused."

The Global Service Learning program combines on-site service learning with cultural immersion in mostly rural areas in the developing and near-developing world. A global pre-trip curriculum, in addition to service learning projects at home and abroad, enable students to better understand other cultures by experiencing them firsthand and on their own terms.

A faculty team offers two weeks of focused summer coursework in a small group setting to provide incoming 9<sup>th</sup>-graders with foundations for success in writing, mathematics, study skills, student resources, and community life at the Upper School.

The Lakeside Educational Enrichment Program is an educational enrichment program for approximately 70 students entering 9<sup>th</sup> grade at area schools other than Lakeside. It aims to stimulate students' intellectual curiosity and support them in gaining new knowledge, skills, and attitudes as they transition into high school. Its goal is to create excitement around learning and support students' academic achievement during the summer, in high school, and beyond.

## Laurel School

Laurel School, founded in 1896, is a nationally recognized, college preparatory, independent day school for girls.

Laurel has two campuses. The Lyman Campus is situated on 11 acres and is home to classrooms, two gymnasiums, newly renovated visual arts studios, a Chapel Theatre and a dance studio for the Pre-Primary, Primary, Middle and Upper Schools. Opened in 2002, the 140-acre Butler Campus features outdoor education, experiential learning, unparalleled athletic fields, a 16-element Project Adventure Course, and a 16,000-square-foot fitness and wellness center.

The school also features the Laurel School's Center for Research on Girls, founded in 2007, which partners with scholars from around the world and puts the world's best research to work for girls. The school encourages girls to be risk takers and is a leader in STEM education. Each grade from Kindergarten up has at least one immersion week at the Butler campus. These immersion weeks are excellent examples of integrated education combining at least three subject areas. The Laurel School is a founding member of the Online School for Girls (OSG).



## **The Lovett School**

The Lovett School uses a Design Thinking Curriculum, which focuses on ideas and innovation and allows the students to orchestrate their own learning. The school features flexible classrooms with moveable furniture; whiteboard writable desktops; a 'Maker's Space'; a 825-acre property in Siempre Verde with elevations of 11,000 feet that sits on the side of a volcano in the mountains of Ecuador where students in grades 10 and 12 study in the school's natural laboratory.

The curriculum includes a required year of American Studies; and options for African, Asian, and gender studies. The school offers the AP Chinese exam, the culmination of a Chinese studies program that begins in the Lower School. The school offers a one-to-one laptop program in Grades 4-9, and single-gender classes in Grades 6-8.

More than 90 percent of the student body participates in a fine arts activity during the year, and close to 80 percent of students in Grades 7-12 are members of at least one sports team.

## **Maret School**

Experiential learning is part of the roots of the Maret School. The school has a strong performance process and culture, and places a high priority on equity and inclusion, embracing different cultures, interests, perspectives and talents. Anti-bias work, Lucy Calkins Literacy workshop and Klingenstein Institute are programs that Maret models within their own programming.

Experiential Learning is part of the roots of the school (Summer Experiences to Florida, China, India, Spain (programs range in each location). Mixed Forum – an evening program – helps educate the community on a variety of topics (parents, students and faculty) and is primarily run by the Assistant Head of Student Life and Faculty.

The Maret School is a partner with the Malone Schools Online Network.

## **NOLA Micro Schools**

The NOLA Micro Schools are committed to student-driven education, supported by the latest technology and cognitive science to help each student master core skills, discover and develop his or her own talents, and establish a learning trajectory they will never outgrow. The project-based curriculum helps students not only “learn to know” but also “learn to do” and “learn to be.” There are no bells and no lectures. Students are in control of their own learning.

The schools use Socratic teaching methods to encourage critical thinking and self-mastery instead of teaching a drill, test, drill, and test model. The school uses the latest in education gaming to deliver skills and has students encounter “real-world” issues starting in the Middle School. The school employs extensive testing of skill levels, learning styles and aptitudes; personality traits and desires.



## **Nueva School**

Nueva is a student-centered school known for its distinctive inquiry-based interdisciplinary studies, constructivist project-based learning, and its pioneering work in social emotional learning and design thinking. The school also offers specialist teachers in numerous other core and elective areas, including STEM, writing, the arts, entrepreneurship, and physical education.

The Nueva School features an award winning school and campus design. The school offers many enrichment classes and has partnered with IDEO and Stanford to develop the first Design Thinking program and Innovation lab. The school shares their best practices at Innovative Learning Conference, Design Thinking Institute, Institute for SEL and Structured Word Inquiry Institute.

Students are encouraged to realize their imaginative designs by creating art, writing their own original plays, composing music, writing lyrics, devising original science experiments, building educational tree houses for younger students, and soldering original LED lamp designs. The school teaches students to think about not just getting the correct answer but finding multiple ways to solve a problem.

## **Oaks Christian Online High School**

The difference between the Oaks Christian Online School (OCO) curriculum and most other online schools is that their focus is on a core curriculum rather than the “post-AP” approach (electives). All offered courses must align with the on campus courses (matching the curriculum to nine sets of standards). The next phase is developing new elective courses, such as their film editing courses (now in development).

The majority of OCO courses (50 of the 70 offered courses) have been written by OCO Subject Matter Experts to be completely aligned with the main-campus curriculum. The courses follow an in-depth checklist to match content, sequencing and rigor of online courses to the main-campus course offerings. In addition, these courses follow the University of California guidelines including completing a self-assessment against 52 online high school course standards from the International Association of K-12 Online Learning (iNACOL).

In comparison to the Oaks Christian School tuition, which is US \$30,255 annually, the cost benefits of an OCO tuition of \$7,500 is significant. OCO was created in part to support the sustainability of the on campus school; OCO provides a new stream of revenue for Oaks Christian School. While the overhead costs for developing online courses is significant, once developed the cost decreases and thus is more profitable.

## **Punahou School**

While the school was in the process of re-imagining its libraries, a conversation was begun on the future of learning. Using design thinking, they came up with 13 principles of design. In the senior library they will incorporate cafe-like environments, bakeries and stations. The space will have a direct impact on learning.



A modular schedule is used in the high school. Students personalize their schedule. The underlying motivation of the school is passion-driven choices by students.

Every four years, teachers partake in a “Weaving” year. A teacher comes up with a question that they have wondered about. During the year, they meet with their peers, a social worker, and administration once a week in order to discuss and research their topic. At the end of the year, the teacher can share what they learned via a newsletter, PD Day, or presentation. This year is viewed as celebrating the teacher in a formative way.

### **Shattuck Saint Mary’s School**

Several years ago, Shattuck Saint Mary’s began their Centers of Excellence. They offer four centers: Sports (Hockey, Figure Skating, Soccer and Golf), BioScience, Engineering and Arts (String Instruments and Vocal). Through the Centers of Excellence, students follow a more focused curriculum allowing them to follow their passion.

The Major is their newest Center of Excellence. Like a major in University, students are able to explore an area of interest under the supervision of faculty. Hockey is by far their most popular program with several of their alumni now playing in the NHL.

Teachers are hired separately and they either teach in the Core Programme, or a Centre of Excellence, but all teachers referred to as Faculty and are on the same pay scale.

Students have many internships and experiential learning opportunities and it is the role of the teachers and co-ordinators to not only teach their areas but find these other opportunities and help with recruitment.

The recruitment strategy is different for each Centre of Excellence. They utilise the Centre of Excellence as a tool for fund raising (i.e. the music students perform for alumni and funds are raised; Vocal Performance is their best source of funding in this regard).

### **St. Anne’s-Belfield School**

St. Anne’s-Belfield has developed the “STAB Lab” which is a program in the Upper School for sophomore students. Students must apply to the program and not all students are accepted. The STAB Lab is an innovative, interdisciplinary project-based learning experience for a smaller group of students. The students in the program approach core science and humanities content through projects that require them to integrate knowledge and skills from multiple subjects.

Students earn credits for chemistry, humanities, and math for completing the program and it is timetabled to give large chunks of time to allow for field trips and project work. Assessment is individual for the most parts and includes research papers, lab reports, problem sets, quizzes, and tests. The goal is in part to develop authentic learning skills (21<sup>st</sup>-century) by doing interdisciplinary work.



## **Springside Chestnut Hill Academy**

In the fall of 2012, Springside Chestnut Hill Academy launched the Center for Entrepreneurial Leadership, a program that complements their rigorous core academic curriculum with a business and innovative mindset and includes Stanford University's design thinking model. This was created to attract the best of the international student body (increased competition for these students).

This centre requires students to work on a deep-dive project that is presented to an authentic entrepreneurship audience. Students attend lectures and seminars (some mandated, others elective), but receive no traditional grades – just feedback. This course is guided by the NAIS guidelines of entrepreneurship.

## **Thomas Haney Secondary School**

Thomas Haney Secondary School has developed a continuous, self-directed, personalized academic program. School begins with TA (first 15 minutes), students plan their day, meet with their advisor in multi-grade groups and receive school work handed back. Each subject has 1-2 set classes, traditional class model with set subject, time and day with group seminars and discussions led by a teacher. For the rest of the day students work on subjects in designated Grade Halls: they receive help from teachers and work on activities individually or in group settings for self-directed learning.

Each course is made up of 20 learning guides and each has their own learning outcomes and assessment. Students use Student Planners to help organize their set and open scheduling, assessment and daily plan.

Authentic Assessment allows for a range of assessments from projects to tests. Students can complete outcomes through creative projects.

## **The Virtual High School**

The Virtual High School's Blended Learning Program integrates online learning by enhancing face-to-face lesson plans.

The school unites teachers and students from a variety of social, economic, and geographic backgrounds to study and collaborate with one another in a virtual learning environment.

The school creates a global classroom. It provides diverse interpretations, worldly perceptions, fervent debate, enthusiastic ideas and international points of view. This type of teamwork leads to more than just a grasp of the content. The unique perspectives, characterized by assorted locale and societies, are seldom found in a traditional classroom. Global learning offers regional, political and cultural insights that provide the basis for thought-provoking discussions and an education that reaches far beyond a student's hometown. It better prepares students to communicate effectively and productively in an international economy.



## Appendix C – Pre-Work Questions

**Question 1:** Provide a brief synopsis of your assigned school: *Year founded and location. How old is the school? Enrolment: (number, gender of students, grade levels) What is the school mission statement? What is the cost of full time tuition?*

**Question 2:** What is the academic innovation(s) of your assigned school? *In which of the following areas are they innovating (see list below)? Describe how are they achieving this innovation.*

- i. Time and Space – Where and when students learn
- ii. Professional Growth – Teacher professional development models
- iii. Curriculum and Program - Strategic choices in these areas
- iv. Technology – The teaching and learning toolkit
- v. Student Learning Resources – Learning support services
- vi. Community Partnerships – Strategic value add connections

**Question 3:** What is the business innovation(s) of your assigned school? *In which of the following areas are they innovating? (see list below) Describe how are they achieving this innovation.*

- i. Fee and Revenue Creation – pricing strategies, increased accessibility and enrollment benefits
- ii. Cost Reduction - budget process, collaborative purchasing, cost sharing, innovative saving strategies.
- iii. Human Capital – # of teachers, structure, differentiation, leverage (technology), pay scale, benefits
- iv. Time, Place, and Space – Efficiencies
- v. Partnerships and Sponsorships – collaborations, networks, major donors, charter schools
- vi. Communications, Branding, Marketing – Increase of perceived value

**Question 4:** What is the connection between the academic and business innovation? Why do you think they made this strategic choice?

**Question 5:** When were these innovations implemented? What challenges or strategic pivots did your assigned school face or make along the way while implementing their innovations?

**Question 6:** In what ways might your assigned school/model innovation inform your own school to enhance its unique value proposition, mission and/or competitive advantage?





## **Appendix D – Resources**

### **Day 1**

1. [The Explainer: Disruptive Innovation](#)
2. [Evolving Toward Openness amidst the Disruption of Higher Education](#)
3. [You need an Innovation Strategy](#)
4. [The Role of Digital Technologies in Deeper Learning: Executive Summary](#)

### **Day 2**

1. [The Rise of Micro-schools](#)
2. [The eight essentials of innovation](#)
3. [Inside The School Silicon Valley Thinks Will Save Education](#)
4. [Lessons Learned from a Chalkboard: Slow and Steady Technology Integration](#)

### **Day 3**

1. [Stanford president John L. Hennessy considers future of HE](#)
2. [Minerva Schools at KGI](#)
3. [ISM's 20 Success Predictors for the 21st Century](#)
4. [Full Steam Ahead: Cutting Edge Research and Opinion for Excellent Independent Schools](#)



## Appendix E – Innovation Landscape Map

|   |  |  |
|---|--|--|
| Requires <b>NEW</b> Business Innovation       | <b>Disruptive</b>  | <b>Architectural/Structural</b>  |
|   | <i>Disruptive innovation</i> requires a new business model but not necessarily a new academic breakthrough                     | <i>Architectural innovation</i> combines academic and business model innovations   |
| Leverages <b>EXISTING</b> Business Innovation | <b>Routine</b>   | <b>Radical</b>   |
|   | <i>Routine innovation</i> builds on a school's existing academic model and programme and fits with its existing business model | <i>Radical innovation</i> is the polar opposite of disruptive innovation. The innovation relies upon a technological application |
|   | Leverages <b>EXISTING</b> Academic Innovation  | Requires <b>NEW</b> Academic Innovation  |