

4 advanced schools from different parts of the Earth

How to adapt international educational experiences for lessons in the Russian school? The leaders of the school for gifted children "Letovo" tell how they went to the best schools in the world, took classes, lived in the guest house, talked with teachers and students, studied the educational standards of the USA, UK and Singapore, and chose approaches that can be implemented in "Letovo".

School "Letovo" School for capable and motivated children from all over the country which gives the highest level of academic excellence, purposefully develops the personality of a student and allows you to access world-class education. School re-opens in September 2018 Training takes place from 7 to 11 in Russian and English languages.

Pauline Mallawaarachchi the Director of the school "Letovo"

I was in a special school with an English bias, and then into a good University. At the business school of Harvard [best essay writing service in usa](#) I was in the same class with graduates from the famous private schools and not much difference in our background have not seen. But when I came to Phillips Exeter school, understood: the result of education can be the same, but the process and development of skills — very different.

First shock: the students themselves organize tours for visitors.

This is an opportunity for school administration to save time, and for students to exercise communication skills, develop leadership skills, gain organizational experience. I was accompanied by 14-year-old girl. On the way we discussed the current political situation, the American program in health Obamacare, talked about career aspirations: I told about how he worked in consulting, and the girl in the answer demonstrated a clear understanding of the nature of my work. I'm not that 14 years of not know this word only in the third year of high school I basically started to understand what is strategic consulting.

But when dealing with this girl, I saw she realizes what she needs the skills and the areas in which it will be able to apply them where and what she should learn. This level of awareness for me was amazing. Then I realized: Yes, she can go to work in the same company McKinsey, where I was, but with a totally different motivation and a different degree of awareness of this decision.

Source: Wikimedia Commons

The second strong impression of a mathematics lesson. Classes at Phillips Exeter Academy built by the method of Harkness. The lesson: the teacher with 12-15 students sits around a table and organizes a discussion during which the children teach each other. Since I have some idea of how this can work on the lessons of history and literature, asked the headmaster to send me a math lesson. And here I come to the classroom, greet teacher, sit down at the common table. Ends change, the pupils of the seventh class come to the classroom, greet the teacher, put their portfolios on the chairs. Then they come to the boards and start to write — it was the decision of tasks for this lesson. They wrote to address the six tasks out of eight, after which the teacher spoke for the first time — invited the two students to solve the remaining two.

Then the children took turns to tell how I came to solving problems — quite independently, as the teacher continued to be silent.

In fact, this Olympiad system practiced in Russian schools: the children themselves derive formulas and rules, instead of using the knowledge that the teacher wrote on the Board. If the child knows the formula for calculating the area of a circle, then it will not be difficult to deduce from it the formula for the ellipse.

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This was the first task. In the second task, it was about short and long radius, the need to understand in which the maximum allowable value is short from the long. The correct answer is: from zero to one. After the first girl finished to explain their decision, it turned out that one of her classmates have solved this problem differently. He approached the Board and under the cheers of the guys began to write. Then all discussed the other tasks, and who could not come up with the decision of the house, was recorded. Someone solved the problem in half: then at the Board, he said, to what point it came, and the others helped him finish.

Of the forty-minute lesson, the first thirty minutes the teacher did not say anything. After half an hour he broke the silence: well guys, with the proportion from zero to one, we understand — and what is the value of this parameter at the orbit of the Earth?

The children began to work: one is to search the Internet, others ran up to the blackboard and began to write something, and someone suggested not to be limited to the Earth and to calculate the parameter for all planets of the Solar system.

The teacher still watched it. The children have written all the planets and suggested that in the calculation of the parameter must be a kind of addition. It turned out that the orbits of the planets around the Sun have an elongated shape, then become rounder, and the most remote from the Sun the planets orbit again stretched. Here the children stopped, not knowing what to do next. And then the teacher asks: how does this relate to Big Bang theory? Within five minutes all talked about the theory, and then went on to solve problems in mathematics.

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It was a very memorable experience: I was trying to remember how we in the childhood went through the formula of calculating the area of an ellipse, but could not — and this lesson I reproduce almost by heart. The math teacher is responsible not only for the formation of the pupils in his subject, but also for the formation of such skills as searching of new information, critical thinking, teamwork, opposing. At that moment, I realized that there are other approaches to teaching than those to which I am accustomed and which they considered the only true.

In "Letovo" Harkness method will not be basic, but will absolutely be in the Arsenal of teachers who will use it to the lessons in the study of those topics, where appropriate.

Michael Microscillator school "Letovo"

School, which is an important consistency and understanding of how it can work the script of the educational process, the creation of which was attended by the officials and the school administration, and a variety of teaching unions and teachers themselves is the best school of Singapore, Raffles.

Source: the Raffles in Facebook

In Singapore, the recruitment and training of teachers takes place centrally: school can not affect this process. Raffles is an exception. This school defines for itself the criteria by which employed. So one of the reasons the teachers to fight for the right to go to work at the Raffles is an opportunity to become part of a team of Autonomous schools. Running such a model because this system is attractive and sustainable, and people will come. Moreover, such a system has its own directions and objectives for which the school and looking for certain people. Here we are talking about mutual expectations of schools and teachers.

As it happens in practice? If the teacher has a desire to get into the school of his dreams, he does not send summary for all schools, but sends documents to the school that he feels best suits his expectations.

In this case, the teacher not only understands, who and on what criteria his dream school looking, but has the ability to assess their competence to understand that he will have to wait and what to ask. It also needs to be able to say, okay, I largely meet the requirements of this school, but I understand where my weaknesses are. Whether in your search of tips on training, so I could these gaps be filled? In the Singaporean system is the direction of improvement of qualification seriously researched and helps teachers to climb the career ladder, but only if they understand what is needed these steps.

Source: the Raffles in Facebook

Such a system we create in our school. In "Letovo" we expect teachers that will perceive the same behavior as the pupil: the teacher should look at student height, but the height of one stair, realizing that these are the same steps that he overcame himself, and now helps the child along the way. Second, the teacher "Letovo" must be willing to change: this means that it analyzes your good and bad experience, understands that will move toward correcting mistakes, learn to work in a team and strive to rethink not only personal but also collective practice. Why is it so important? If the teacher did not know how to work in such a situation of uncertainty, he will not be able to teach this child. Third, the teacher "Letovo" must be willing to work not only with meanings, but with meanings that are important for personality and identity of the child. This teacher will participate in extra-curricular activities: to put the theatrical performances led children on trips, to perform the duties of the class teacher and so on. But this is not enough. Can a teacher be familiar with the methods of teaching values, but not much to imagine the technology of formation of meanings.

Example: the teacher opens the textbook where the topic No. 9 are set out in chronological order, and knows that among the disciples only five or six people interested in this topic, and others still interested. He has two options. The first thing he can do is to ask the children to open the textbook on page 123 and try to interest them in the content material — to problematize it or to come up with an emotional flow. The second approach is that the teacher can relate this topic '9 with some of today's children's experiences — for example, their understanding of culture, justice, progress, prospects. Then a session on this topic, you can begin with consideration of the close children of the problem that this knowledge can help them solve or better understand.

Suppose you teach physics and know that among your students ten people, this subject is not interested. You can say: I'm ready to show you the context in which this knowledge is important, even if you are not yet very interesting. In "Letovo" we would like to ensure that all children have developed an interest in the topics studied: the teacher should be able to embed the problem in a broader context that the child better understands the strength of his previous experience.

Source: the Raffles in Facebook

Also at Raffles, we watched how the development of leadership skills of the child. In this school children have an extremely busy day: in addition to classes, this club work, research, participation in sports, work in charitable organizations. On the one hand, it develops their interests, on the other hand gives them the opportunity to socially rewarding experience. This activity contributes to the development of their leadership skills because a leader should try yourself in different spheres. Participation in different extracurricular activity is for pupils of compulsory school.

The Russian experience tells us that this model of leadership development should not be compulsory: we should not build people in the team and

carry on the route, and should motivate and interest.

In "Letovo" we are going to build a rich experience day pupils, but will give the possibility of improvisation. The teachers in this process will not only producers, but also writers, Directors and actors of this action.

Madeleine xagenasalute the Director of the school "Letovo" for academic Affairs

Very important for me the visits to the schools of California — Harvard-Westlake and Nueva. Experience Harvard-Westlake was important to us, in terms of testing students and providing them with individual learning paths in accordance with the identified abilities and interests.

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In a school for gifted children Nueva we watched organized by the project research activity, how it works with the motivation of pupils and teaching staff as apply interdisciplinary approach in the classroom.

Why Nueva? For 45 years this school has the reputation of educational institutions, implementing innovative educational practice that is marked by several awards at the state level. In the educational process Nueva noticeable five areas that distinguish it among other schools. First, learning in school is connected with the study of everything connected with life: an instrument of knowledge in this case is project and research activity. The second very interesting and important, including for "Letovo" direction is design thinking. Big block design thinking I have included in the program promotes our teachers, as I believe that we should first try this approach to the organization of work on yourself, and then with the light of that experience, integrate it into the educational program of the school.

Source: Nueva Page in Facebook

Another area of interest Nueva socio — emotional learning. Today the need for this approach says a lot, but for Russian education it is virtually uncharted territory. The fourth characteristic of educational process Nueva — organization and conducting research on in-depth interdisciplinary level. In "Letovo" we plan to use this practice: this means that for a complete understanding of topics teachers and students will need to establish its relationship with other subject areas. And the last distinguishing feature of education in Nueva is a reliance on critical questions during lessons: children with teachers looking for answers using a variety of scientific and practical knowledge.

Source: Nueva Page in Facebook

At Nueva, I was fascinated by the system of professional development of teachers, which requires each teacher to participate in summer intensives. It is important that at these events the school administration is inviting not only teachers Nueva, but also teachers from other schools. Teachers offered various types of activities aimed at mutual enrichment: thus, there are strong linkages within the education community is happening is beneficial for everyone exchange experience.

The Nueva school is unique due to the fact that there are children of many teachers at Stanford University. Teachers are very supportive of the school — not financially, and educationally — methodical give tips and participate in events. I can assume that the development concept of design thinking was introduced in schools with their supply, as Stanford is one of the main conductors of this theory. It was very interesting to see the school, which is the laboratory of the University. However, the most curious thing is that, being such a laboratory, the school in the first place puts the effectiveness of teaching children and developing their imaginative and creative abilities, motivation to the creation and establishment of a new product, finding innovative ways of solving problems.

In Russia, the best schools are usually closed world, they are like the Vatican — a state within a state.

School "Letovo" will strive for openness, and the practice Nueva was another confirmation of the fact that any teacher is better able to develop communication with other teachers.