

PUBLIC SCHOOLS OF BROOKLINE



Baldwin School Education Plan Overview October 2018



Overview



Purpose of the Education Plan

- Articulate the educational approach that we want for the expanded and rebuilt Baldwin School
- Articulate the space needs of the school
- Guide the architect in developing the design and creating the physical space and structures that will make the education plan come to life.



Overview

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Creation of the original Education Plan

- Used Coolidge Corner ed plan as the starting point
- Principals, Curriculum Coordinators, Office of Student Services leaders, librarians, K-8 and BEEP teachers all consulted by Central Office team and architects
- Feedback from School Committee

Revision of Education Plan

- Central Office team and architects met with Superintendent, OTL senior leaders, OSS Deputy Superintendent and directors, English Language Education director, RISE families
- Draft reviewed by OTL senior leaders, OSS Deputy Superintendent, and Superintendent



Guiding Principles



The design and physical structures should convey and promote:

- Collaboration
- Community
- Flexibility
- Innovation



Physical Organization



- Three grade level “clusters” (PK-2, 3-5, 6-8), organized geographically
- Clusters support the sense that all teachers within a cluster are responsible for preparing students to move onto the next cluster
- Flexible classroom spaces and common areas allow elementary teachers to collaborate on interdisciplinary and project based learning across all classes of the grade a grade level
- “Semi-permeable” middle school cluster that supports the sense that they are “moving up” to a new experience, but still allows them to be an integral part of the leadership, community, and culture of the entire school.
- Special education services and support provided within the grade level clusters
- One district-wide special education program will be located at the new school
- Teachers and staff will also have work areas within their clusters to promote collaboration, a culture of ongoing professional learning, and sharing of teacher practice



A Word About the Middle Grades

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“Through programming and physical space this school will also take into consideration the separate and distinct needs of 6-8th grade students while still allowing older students to be leaders and role models for the entire school community and interact with and support their younger peers. The middle school program should have a space that is distinctly theirs and that provides a sense of “graduating” to a different and unique part of the school community. At the same time, it should feel “semi-permeable” in that the middle school program should not feel sequestered or entirely separate from the rest of the school.”



Science, Technology, Engineering, Design, and the Arts

- Makerspaces and a Fab Lab that support the work of the Engineering Design Process where students can define problems, explore them, and design, create, test, and improve solutions of their own making
- Art spaces, media center/library, makerspace, and Fab Lab centrally located to create a central hub for innovation
- Spaces for instrumental music as well as digital music production
- Adequate spaces (walls, glass cabinets, display areas) for extended display of student work



The School Building as an Extension of the Classroom



- The physical plant and its surroundings can play a significant role in the culture, educational approach and daily lives of students and teachers.
- The physical plant can be used to help students learn about science, sustainability, and taking care of the environment
- Illustrative examples -- Monitoring wastewater, understanding the science behind passive and active solar power, studying conservation measures in the new building)