



LWHS-2.0

The framework for change on the Ridge

I am asking you to begin to think like a designer. Change the metaphor; change the world.

The framework for change on the Ridge

How do we craft a Creative and Vibrant space for kids to learn-create an atmosphere where kids can flourish and build a great future?

- This work is not for the faint hearted. Thank you being willing to do this critical work together...I promise we will have fun along the way...We will throw ourselves into the process and the results will be evident.

What does design have to do with my work at this place?

- Everything...absolutely everything
 - Balance
 - Proportion
 - Space
 - Patterns
 - Rhythm
 - Contrast



What does design have to do with my work at this place?

- Harmony
- Texture
- Unity
- Light and Shadow
- Symmetry
- Scale
- Foundation



As we chart the landscape of education, four important paths are taken--intellectual, emotional, physical, and spiritual.

Reduce teaching to intellect, and it becomes a cold abstraction, reduce it to physical and emotional is become narcissistic; reduce it to spiritual , and it loses it's anchor to the world. Intellect, emotion and physical, and spirit depend on one another for wholeness. They are interwoven in human self and in education at it's best. ... from The Courage to Teach by Parker J. Palmer

Design Thinking taps into capacities we all have but that are overlooked by more conventional problem-solving practices. It is not only human-centered; it is deeply human in and of itself.



Design Thinking relies on our ability to become intuitive, to recognize patterns, to contrast ideas that have emotional meaning as well as functionality, to express ourselves and understand that we are shaped by our language in a profound manner.



We must think about Form and Function...

Form and Function

- Nobody wants to run a school based on feelings, intuition, and inspiration alone.
- However, an over reliance on the rational and the analytical can be just as dangerous.
- The integrated approach at the core of the design process suggest a "third way."
- We will seek to design a place to learn that is a blend of both.
- Sometimes we will work in a sequential manner and other times we should use mind maps to understand the relationships that shape our work.



It is not that creative organizations have fewer problems; they just solve them differently.

The unexamined school isn't worth teaching in...

- Desirability--what makes sense to people and for people.
- Feasibility--what is functionally possible in the foreseeable future
- Viability--what is likely to become part of a sustainable model for LWHS.
- The changes that we make must be a meaningful upgrade and not just a system upgrade...from the book Change by Design





All real education is the
architecture of the soul.
Wm. Bennett

Place your tray table in the
upright position and fasten your
seatbelt...