

**Annotated Bibliography Related to the GCCS Model of Education
January 2006 Edition**

Alexander, W.M. (2001). *Making the transition to curriculum integration: a curriculum design in middle level schools*. Unpublished doctoral thesis, University of Maine.

This was a study of the implementation of a negotiated, integrated curriculum approach at a middle school in Maine. The thesis draws on interviews with teachers and with students, exploring some of the benefits received and challenges faced.

Banathy, Bela H. (1991). *Systems Design of Education: A Journey to Create the Future*. Englewood Cliffs, NJ: Educational Technology Publications.

Banathy, former senior research director at the Far West Lab for Educational Research and Development and a leading systems theorist, developed the conceptual foundation for the Participatory Educational Design process leading to the Garden City Community School. This book describes the rationale for the transformation of public education through democratic, comprehensive redesign based on shared image of a desired future.

Banathy, Bela H. (1992). *A Systems View of Education*. Englewood Cliffs, NJ: Educational Technology Publications.

A follow-up work to *Systems Design*, focusing on obtaining a complete systems view of an educational system through three lenses: the structure-functions lens (a snapshot in time), the process lens (a motion picture), and the system-environment lens.

Banathy, Bela H. (1996). *Designing Social Systems in a Changing World*. New York: Plenum.

Banathy's broader exploration of how communities can, and why they should, engage in the ongoing, comprehensive, democratic design of social and societal systems based on stakeholder aspirations.

Beane, James A. (1997). *Curriculum Integration: Designing the Core of Democratic Education*. New York: Teachers College Press.

This work suggests that true curriculum integration is based in questions and situations that students bring, rather than the interdisciplinary approach of rearranging and connecting already separate subjects. Beane's work is a foundation of the "negotiated curriculum" concept used in some schools today, primarily in Australia.

Bereiter, Carl (2002). *Education and Mind in the Knowledge Era*. Mahwah, NJ: Lawrence Erlbaum Associates.

This work argues that in today's Knowledge Age, education's conceptual tools are inadequate to address the pressing educational issues and challenges of the times. Two things are required: to get away from the idea of the mind as a container and to understand the role of individual minds in societal knowledge production. An alternative model is proposed that the brain does not actually contain knowledge that we readily conceived of.

Bennett, Barrie and Rolheiser, Carol (2001). *Beyond Monet: The Artful Science of Instructional Integration*. Toronto: Bookation.

This is a fantastic resource for teachers. It provides both conceptual background and sample lesson plans for teaching that is creative and fosters deep understanding. It goes beyond the basic framework of "lesson design" and into the deeper aspects of designing powerful lessons and activities.

Bingler, Steven, Linda Quinn, & Kevin Sullivan. (2003). *Schools as Centers of Community: A Citizen's Guide for Planning and Design, 2nd Ed.* Washington, D.C.: National Clearinghouse for Educational Facilities. Available at http://www.edfacilities.org/pubs/centers_of_community.cfm

Boomer, G., Lester, N., Onore, C., and Cook, J. (1992). *Negotiating the curriculum: educating for the 21st century*. London, Washington, D.C.: The Falmer Press.

This book is a series of essays, reflection, and correspondence centering around the negotiated curriculum process developed in Australia from the late 1970's through the 1980's. It may be the richest work of literature available on the subject.

Brodhagen, Barbara. (1995). "The Situation Made Us Special." In *Democratic Schools* (p. 83-100), ed. Michael W. Apple and James A. Beane. Alexandria, VA: ASCD.

Brodhagen describes her experience with involving students in Madison, Wisconsin's Marquette Middle School in the design of integrated units based on their concerns about self and world.

Brown, Dave F. (2002). "Self-Directed Learning in an 8th Grade Classroom." *Educational Leadership*, 60(1), p. 54-58, Summer 2002.

This article describes the Soundings program in Radnor, Pennsylvania, in which forty 8th graders each year use the Beane-Brodhagen approach (see Beane, 1997

and Brodhagen, 1995) to develop and negotiate integrated themes of inquiry. The program has been in place since 1998.

Burke, Catherine & Ian Grosvenor. (2003). *The School I'd Like: Children and Young People's Reflections on an Education for the 21st Century*. London: RoutledgeFalmer.

In 2001, The Guardian launched a competition called 'The School I'd Like', in which young people were asked to imagine their ideal school. This vibrant, groundbreaking book presents material drawn from that competition, offering a unique snapshot of perceptions of today's schools by those who matter most - the pupils. The book is wonderfully illuminated by children's essays, stories, poems, pictures and plans.

CAPE, Gail Burnaford, Arnold April, and Cynthia Weiss (Eds). (2001). *Renaissance in the Classroom: Arts Integration and Meaningful Learning*. Mahwah, NJ: Lawrence Erlbaum Associates.

A practical guide to planning, implementing and assessing processes in arts integration, which draws on ideas and practices developed by CAPE (Chicago Arts Partnerships in Education) during the last decade.

Carpenter, Thomas, James Hiebert, Elizabeth Fennema, Karen Fuson, Diana Wearne, and Hanlie Murray. (1997). *Making Sense: Teaching and Learning Mathematics with Understanding*. Portsmouth, NH: Heinemann.

James Hiebert and his colleagues arm teachers with the best current research-based ideas for designing classrooms that support students' mathematical understanding. These principles will be implemented in numeracy instruction at the GCCS, and they have implications for other areas of learning as well.

Corsini, Raymond (1979) "Individual Education." In *Alternative Educational Systems* (p. 200-257). Itasca, IL: F.E. Peacock Publishers.

Corsini is an Adlerian psychologist who developed a model of education and school discipline called Individual Education, based upon the "4R's" of respect, responsibility, resourcefulness, and responsiveness. Three public schools and two private schools in the U.S. currently use variations of this successful model, which Corsini suggests is truly democratic but not permissive. The GCCS will be utilizing the 4R's concept and the Adlerian discipline system associated with Corsini's model. See related Clark and "Solid Education" references below.

Clark, Paul A. (1988) Case Study of Two Corsini 4R Magnet Schools. Presented at the Annual Meeting of the Mid-South Educational Research Association, Louisville, KY, November 8-11, 1988. ERIC ED302907.

This case study researched how two Joliet, Illinois, Corsini 4R (C4R) magnet schools function for the purpose of measuring their effectiveness as an alternative learning paradigm to public school education. These two schools – Forest Park IE School and Hufford Junior High School – are still using the Corsini model (see “Solid Education” article below)

Daniels, Marilyn. *Dancing with Words: Signing for Hearing Children’s Literacy*. (2000). South Hadley, MA: Bergin & Garvey.

A book about sign language and how it can be used to improve hearing children's English vocabulary, reading ability, spelling proficiency, self-esteem, and comfort with expressing emotions. Based on Daniels’ original research.

Department for Education and Skills (England). *Extended Schools: Providing opportunities and services for all*. Available at <http://www.teachernet.gov.uk/wholeschool/extendedschools/>

Describes ways in which various schools in the United Kingdom have implemented the Extended Schools concept, extending services beyond children only and beyond normal hours.

Education Department of Western Australia. (October 1998). Case studies in middle schooling: planner’s guide. Available at http://www3.eddept.wa.edu.au/facilitiesandservices/laep/case_studies.pdf

This guide includes a profile of the Oatlands District High School and its integrated, negotiated curriculum system.

Edwards, Carolyn Pope, Lella Gandini, & George Foreman. (1998). *The Hundred Languages of Children: The Reggio Emilia Approach – Advanced Reflections* (2nd Edition). Greenwich, CT: Ablex Publishing Co.

A comprehensive consideration of the Reggio Emilia (Italy) philosophy of preschool education. This approach features a “learner-emergent” curriculum in which the teacher, child, and parents are engaged in continuous documentation and reflection about the child’s interests and needs, and response to those.

Garden City Community School. (2004). *Image of Garden City and Image of Education*. Available at <http://www.gardencityschool.org>

The Images are systems of core values and core ideas that form the basis for the design of the Garden City Community School.

Grace, Marsha (1999) When Students Create the Curriculum. *Educational Leadership*, Volume 57, Number 3, November 1999, p. 49-52.

Greenwood, Scott C. (2003). *On Equal Terms: how to make the most of learning contracts in grades 4-9*. Portsmouth, NH: Heinemann & National Middle School Association.

Describes the use of learning contracts for allowing and helping students take responsibility for their learning experience. Although the book focuses on language arts, the concept is applicable to other areas.

Idaho Education Survey Commission. (1946). *Public Education in Idaho: A report of the Idaho Education Survey Commission*. Nashville: Division of Surveys and Field Services, George Peabody College for Teachers.

This study was commissioned by the Idaho Legislature in 1945. It recommends a transformation of what the authors refer to as the “assign-study-recite-and-test” method of education toward an “experience unit” method that is integrated and relevant to learners, and which includes learners in the design of their learning.

Ingram, John. (1992) Starting from the child: A partnership approach to delivering the National Curriculum. *Early Childhood Development and Care*, Vol 83, pp. 121-132.

This article describes the results of the first several weeks of an experiment in which primary school children were allowed to choose what tasks to work on and for how long. The preliminary findings were that the National Standards (British) were largely covered even when children were making the choices, rather than the teacher.

Ingram, John & Worrall, Norman. (1993). *Teacher-Child Partnership: the negotiating classroom*. London: David Fulton Publishers.

Based on fourteen years worth of experience with running classrooms in which students and teachers had a partnership arrangement and work was negotiated. The book describes what negotiation means in the classroom, how to set up and run such classrooms, and the differences between this system and the traditional. The emphasis in this work is on primary-age children.

Malaguzzi, Loris, et al. (1987). *The Hundred Languages of Children*. Reggio Emilia, Italy: Department of Education

Malaguzzi is considered co-founder of the Reggio Emilia preschool philosophy (see Edwards, above), which he developed in post-war Italy.

Milliren, Al (1995) "Inviting Self-Discipline through Consequence Counseling Or, What This Kid Needs is a Good Talking With." *Invitational Education Forum*, Volume 16, Number 1, February 1995.

Provides a concise description of consequence counseling, an Adlerian-inspired counseling approach designed for the Corsini "Individual Education" school (see Corsini, above). This respectful approach seeks to uncover the real motivation behind "misbehavior" and to develop solutions with the student.

Nelson, J. Ron & Frederick, Lin. (1994) *Can Children Design Curriculum?* *Educational Leadership*, Volume 51, February 1994, p. 71-74.

Oatlands School – Negotiating the Middle School Curriculum. Hobart, Tasmania: Department of Education. Available at:
<http://www.ltag.education.tas.gov.au/transschools/oatlands.htm>

Provides a thorough description of the negotiated curriculum process used in the middle school division of the Oatlands School, a 420-student K-12 school in rural Tasmania. In the ten years since the adoption of this process, Oatlands has made remarkable strides.

Passe, Jeff (1996) *When Students Choose Content: A Guide to Increasing Motivation, Autonomy, and Achievement*. Thousand Oaks, CA: Corwin Press.

Platz, D. (1994) Student Directed Planning: Fostering Student Ownership in Learning. *Education*. Volume 114, Number 3, p. 420-423.

Roberts, Joanne. "Student Questions Leading Middle Years Curriculum Reform." LAEP Forum, Middle Years of School Forum – Conference Papers.
<http://www3.eddept.wa.edu.au/facilitiesandservices/laep/conferencePapers/laep525.htm>.

This paper describes the "Beane-Brodhagen" approach to negotiated curriculum as adopted by several middle schools in Australia, along with the rationale for why this approach is highly appropriate for the middle school years. (See Brodhagen, above, for a description of her experience with this method in the United States). One version of this approach, in place at the Oatlands School in Tasmania, is a model for the Collaborative Learning Design process being implemented at the GCCS.

Room 13. (2003). *What age can you start being an artist?* Caol, Fort William, Scotland: Room 13, Caol Primary School.

Room 13 is a unique program, consisting of an "art club" that is governed entirely by elementary and middle school-age students, that originated at Caol Primary School in

Scotland. Students raise their own funds and hire their own artists-in-residence. This document is a catalog describing the program, produced by the students of the Room 13 art program in cooperation with the West Highland Museum and others. The students also produced an accompanying DVD. The GCCS will be emulating their approach.

Scott, Larry, Kathy Davis, and Dianne Andrewartha. (1997). The Middle Years of Schooling. In *Meeting the Challenges of Primary Schooling* (Logan, Lloyd and Judyth Sachs, Eds.), p. 79-100. London, NY: Routledge.

A discussion of how the negotiated curriculum approach pioneered at several Australian schools addresses issues facing adolescents. Special attention is given to the model implemented at the Oatlands School in Tasmania.

Seed, Allen. (May 1998). Free at Last: Making the Most of the Flexible Block Schedule. *Middle School Journal*. Volume 29, Number 5, p. 20-21.

This article, one of several articles in this issue describing block scheduling for middle schools, focuses on flexible block scheduling. This is a system in which teams of teachers are free to shape the use of a large block of instructional time.

Shapiro, Matthew A. (2004). *Facts About Learning*. Boise, ID: Mary Parker Follett Foundation. Available at <http://www.gardencityschool.org> or upon request.

A compilation of nearly 150 generally ideas facts about how people learn, written in plain language. Each “fact” is accompanied by questions linking the fact to the design of education systems. The booklet is intended to “deprofessionalize generic information about learning” and help community members to participate in the (re)design of public education. References are appended.

Shapiro, Matthew A. (2004). *Garden City Profile*. Boise, ID: Garden City Community School.

An overview of demographic, historical, and other information about Garden City, Idaho, developed to give the user-designers of the Garden City Community School a more thorough context to take into account in the design of the school.

“Solid Education Built on Mutual Respect: Individual Education: Joliet Grade School District program sees positive results for 25 years.” (2004) Slowik, Ted. *The Herald News Online*. February 8, 2004.

Newspaper article describing the successes of the Individual Education program (see Corsini, above) implemented by Forest Park IE School and Hufford Junior High School in Joliet, Illinois.

Spaulding, Robert L. (1969). "The Southside Experiment in Personalizing Education." Durham, NC: Duke University. ERIC ED 042505

The Southside School in Durham, North Carolina was involved in a 5-year experimental program for disadvantaged children. A part of the program was a pilot project of individualized instruction which permits continuous progress with increasing degrees of freedom, responsibility, and decision-making on the part of the students. The project, called Personalized Educational Programming, involved 60 first-, second-, and third-graders who are grouped into four family groups or "prides" that met periodically for planning or group activity. Each child planned his own daily schedule with the assistance of a teacher and within the specific time constraints and subject requirements for that day. Guidelines, suggested projects, and sample schedules are posted for students' perusal. The amount of freedom and autonomy an individual student was permitted depended on his past demonstrations of personal responsibility.

Wehmeyer, M. & Sands, D. (eds.) (1998) *Making it Happen: Student Involvement in Educational Planning*. Baltimore: Paul H. Brookes Publishing Co.

This compilation advocates for an increased role for the disabled in the design of their learning, citing research on successful approaches. The work has implications for the general school population as well.