

Annual Report 2011



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education

“This is an important time for the Human Scale Education as we see increased concern about the wellbeing of young people, and as the schooling system undergoes significant structural change.”

James Wetz, Director

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Charity Information

Board Members 2010/11

Dr. Tony Breslin - Chair (from April 2010)
Kevin Avison
Mike Davies
Ray Edwards
Kate Hickman
Alice Hoare - (resigned March 2011)
Robin Precey
Mary Tasker
Paul Warwick
James Wetz - (resigned February 2011)

Honorary Treasurer Ray Edwards

Staff

James Wetz Director (from February 2011)
Jane Thomas Finance and Fundraising Officer
Simon Richey Publications Officer and Assistant to Project Leader (International Partnership Programme)
Administration Officer

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Project Leaders Mike Davies

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From the Chairman

This report reveals the range, breadth and depth of activity undertaken by Human Scale Education during the last financial year, or rather by the community of passionate, engaged and active educationalists and educational enthusiasts who are HSE: teachers in schools seeking to make human scale practice a reality and ultimately the norm, our newly appointed Director - James Wetz - and the dedicated and talented team that he works with and through, my colleagues on the Board of Trustees, notably my predecessor as Chair, Mary Tasker, to whom another Board colleague, Mike Davies, pays fitting tribute within these pages, and our partners across the voluntary and educational sectors and in the funding community, especially the Calouste Gulbenkian Foundation.

These are exciting, interesting and challenging times for all of us concerned about education and learning. As Richard Pring, a long-standing champion of human scale approaches, asked in the Nuffield Review of 14-19 Education that he led with such distinction, what does it mean to be an educated 19 year old? And, what kind of educational provision and what kinds of pedagogical practice do we need to ensure that this is how our young people will exit their schooling? Too often these broader questions about the objectives, principles and values that drive our approach to schooling, and, indeed, to our strategies in further and higher education, have given way to managerialist tinkering and policy grand-standing, often in a phony war between progressives and traditionalists that does neither credit and which denies us all the opportunity for the vigorous discussion about the practice and purpose of education in the first part of the twenty first century that is so desperately needed.

Our role in Human Scale Education is to inspire and inform this debate in every corner and square that it might flourish, not just within our comfort zone and with those who are likely to sympathise with us but with those with whom we share mutually principled disagreements; 'winning' these debates is important but sparking them in the first place is the pre-requisite

and, in any case, it would be most unhuman-scale to presume that we shall have it all our own way. Just as there is a human scale approach to pedagogy, there has to be a human scale approach to that most human of things: debate. And, indeed, to the exercise of policy influencing and policymaking.

This is where our Director, James Wetz, and our founder and Patron, Satish Kumar, are so right to want to broaden the discussion beyond our own boundaries and, indeed, beyond those of the educational sphere - into health, welfare, penal policy, architecture, planning, eldercare and so on, such that we begin to produce not just an educational lobby but a broader movement that says humanity of scale matters in so many realms. From localism to sustainability, from free schools to personalization, human scale principles and critiques either abound or need to be brought to bear; our responsibility is to ensure that they do and they are.

Let us be sure to support these efforts to lay (or, rather, to harness) the foundations for this movement in the year ahead. In tough economic times, it is tempting to regress to the familiar, to go back to basics, to lock-down rather than to innovate. However, as the crisis in our banking system, our politics and, this past summer, our communities, has demonstrated, more of the same is not an option. Our task is to begin to identify just how different things might be in neighbourhoods, schools and societies that are human scale in their outlook and their practice. We need your energy, your suggestions and your success stories - and the lessons that you have learned along the way - if we are to exercise the influence that our cause deserves and if we are to make the progress that we can and must.

On behalf of the Board and the Directorate, thank you for your support over the last twelve months. We look forward to continuing to work with you over the year ahead.

Tony Breslin
Chair
September 2011

From the Director

JAMES WETZ was appointed as Director of Human Scale Education in April 2011.

James has worked for over 30 years in education, 16 of these as a secondary school headteacher. He is currently a Visiting Fellow at the University of Bristol's Graduate School of Education, where he is working on re-thinking the design and organisation of secondary schools on a human scale informed by 'attachment theory.' His research focus is the widening gap between those who are achieving in our secondary schools and those who are leaving with few if any qualifications.

His report *Holding Children in Mind Over Time* was published in 2006 and, in 2008, he authored and presented a Dispatches programme for Channel 4 entitled *The Children Left Behind*. His book *Urban Village Schools – Putting relationships at the heart of secondary school organisation and design* was published by the Calouste Gulbenkian Foundation in 2009.

He has recently published a report, commissioned by the Centre for British Teachers, which asks whether Initial Teacher Training is adequately helping teachers meet the needs of all young people.

JAMES
WETZ

James is a Fellow of the Centre for Social Policy at the Warren House Group at Dartington, a Fellow of the RSA, a lay member of Council at Bristol University and a member of the National Children's Bureau's Members Forum. He is also a founding member of the Coalition for Emotional Wellbeing in Schools which was launched in 2010. James lives in Bristol where he Chairs the Board of Governors of a primary school.

Let me say at the outset how thrilled I am to have been appointed as the Director of the Human Scale Education Movement. The name-change, which we will be using in the future, is deliberate since it better captures the organisation's ambitions, as set out below.

Since taking up post in April of this year the Trustees and staff team have been working to position the next phase of our work and developing the Business Plan for 2012-2015.

This is an important time for the Human Scale Education as we see increased concern about the wellbeing of young people, and as the schooling system undergoes significant structural change.

In '*Urban Village Schools*' (Gulbenkian Foundation 2010) I made the following observation:

'Despite the very best efforts of our teachers and our education system, there is a widening gap between the young people who are achieving in our schools and the growing disaffection, alienation, and anger of a significant and increasing number of young people who leave school with few if any qualifications, little chance of worthwhile employment, little interest in further training or education beyond school, and little stake in mainstream society.'

Recent events in our inner cities have confirmed aspects of this and never, in my opinion, has the case for Human Scale Education been so relevant. Clarifying our Vision, our Mission, our Programme, and our Rationale -, who we are and what we stand for and what we wish to do as the Human Scale Education, is critical.



Our Vision

An education system in the UK whose organisation and design is based on the 'humanity of scale' and the 'primacy of relationships'

Our Mission

A schooling system so organised will:

- Make possible smaller learning communities which promote strong nurturing relationships that foster respect for self, others, and the community
- Provide the bedrock for innovations in pedagogy and curriculum, that enables learners to be active participants in their own learning and recast achievement in ways that are long overdue
- enable all our young people, in particular those at most at risk, to engage positively in their learning
- have an impact on social justice by narrowing the gap between those who are achieving in our schools and those who leave our schools, with few if any qualifications
- foster schools that are rooted in families and communities and give young people an experience of community to take into their adult lives
- develop a culture in our schools of democratic engagement that enables young people to have a stake in their schools and a commitment to contribute positively to society

Our Rationale

Over 20,000 young people each year give up on going to school by the age of 14, over 35,000 leave with no GCSE qualifications at all, and more than 140,000 leave with no GCSEs above Grade D. (R. Cassen and D. Kingdon, Tackling low educational achievement, York, Joseph Rowntree Foundation, 2007). In 2006, The Children's Society launched *The Good Childhood Inquiry*. The resulting report, *A Good Childhood: Searching for values in a competitive age*, published in 2009, emphasises the

impact of social inequality on educational outcomes in the UK. It reports a school system blighted by social inequality and by the widening gap between those who are achieving well in our secondary schools and those who are not, and quotes figures for 2006 of only 28% of children in the most deprived quarter of schools gaining five or more GCSE passes at A*-C compared to 68% of children in the least deprived quarter of schools.

The most recent UNICEF report (September 2011) highlighted the need for children's experiences to be based in relationships rather than in material consumption. David Bull, the UNICEF UK Executive Director commented that 'as politicians grapple with the aftermath of the August 2011 riots and what they say about our society, culture and families, they should listen to the research findings which provide important insights. It is vital that those in power listen to what young people and their families are saying about life in the UK'.

The way we shape the education of our young, and in particular the 'disaffected and difficult to engage young' is critical for them as individuals, for the success of our school system as a whole and for the health of our society. The family and the school are the two main social institutions which support young people on a 'safe journey' from childhood to young adulthood. If the family is distressed and unable to provide the love, care, guidance and consistent parenting that young people need then the school becomes a key influence in providing not only academic education but also the professional care for young people.

Humanity of scale, putting relationships at the heart of school design and organisation, making the engagement of students in their learning a central focus, ensuring socially just outcomes for young people through their education, creating democratic schools and emphasising partnerships between schools and the families and communities they serve, are the driving principles behind our work.

Our Programme

To drive towards our vision for schooling in the UK we are focussing on 4 programmes of work for our business plan for 2012-2015:

- Advocacy
- Support for school transformation
- Research and dissemination
- Organisational development

1. Advocacy

To lead a national conversation with a coalition of partners to present the case for Human Scale approaches in our schools and to open this conversation to include those with responsibility for the design and organisation of other social institutions such as young offenders' institutions, the prison service and social care for the elderly

3. School transformation

Working with national partners to bring new approaches to support school transformation through consultancy services to schools, an international partnership programme, and the creation of regional development and research communities hosted by human scale schools

3. Research and Dissemination

To research into and make accessible best practice in human scale education nationally and internationally and make this intelligence and experience available to the wider educational community by creating, for example, a virtual online archive

4. Organisation Development

To secure the Human Scale Education as a sustainable organisation that is fit to achieve its mission by building capacity, effective governance, management and administration, and putting in place a business plan with realistic income generation strategies

A major development for the Human Scale Education is working in partnership with others. We are delighted to welcome Antidote into the Human Scale Education family which will significantly strengthen our offer of support for schools nationally and internationally. We have also started significant conversations with the Co-operative Schools Trust, the Innovation Unit, the National Children's Bureau and the Nurture Network about the ways which together we can support the transformation of schools.

All this work, we hope will make a major contribution to the experience of all young people in schools, in families in communities.

Finally can I thank the Trustees of the Human Scale Education for putting their trust in me, to thank our major funders who have shown exceptional support for the work we are doing and our programme for the next three years, and to the staff who have given me every support .

*James Wetz
Director*

*Human Scale Education
October 2011*



Overview of developments

2010/11 was the year when Human Scale Education began to deploy the major grant it had received from the Gulbenkian Foundation at the end 2009 to enable it to expand its operation, both in terms of staff appointments and project activities. To help guide this process, Dr. Tony Breslin, formerly Executive Director of the Citizenship Foundation, was appointed HSE's new Chair in April 2010 while Mary Tasker stood down after 15 remarkable years in that role. Happily for HSE, Mary remains a member of the Board.

During the year under review James Wetz became HSE's first paid Director having previously worked for over thirty years in education, sixteen of these as a secondary school Headteacher. Many will remember the programme he authored and presented in 2009 for the Channel 4 Dispatches programme, *The Children Left Behind*.

The appointment of a new Chair and Director led to the deliberation and adoption by the Board of a three-year Development Plan which built on the strategic plan agreed by the Board in November 2010. The Development Plan has three parts to it: the development of HSE as an organisation, including the diversification of the Board and the establishment of a Partnership Forum to elicit from our various partners their advice and support; the creation of a financial model to ensure we have the financial capacity and procedures to promote our work; and, critically, what we wish to do in order to put into practice our human scale values. The Director's Report describes this work in more detail.

The year also saw HSE setting up a policy desk in CAN Mezzanine in North London, a building we share with an impressive array of other charities, though our office in Chew Stoke near Bristol will be retained as an administrative centre and our official address.

Running in parallel with these developments were the various activities that take forward HSE's vision and which lie at the heart of what we do. These are described in the following pages.

As always, HSE remains grateful to its members, whose support and interest make our work possible; and to the Board, each member of which has agreed to support in the future a particular aspect of HSE's work.

Alice Hoare, who joined the Board in 2007, stood down as a Board member in 2011. Alice was an Early Years teacher and sought in her work to promote the vision of human scale education. We thank her for her valuable service to HSE and wish her well for the future.

Our thanks too go to HSE's staff members and Director.



Teachers from schools in the UK listen to a Danish teacher while taking part in a recent International Partnership Programme. (Photo: Simon Richey)

International Partnership Programme

The International Partnership Programme takes teachers from secondary schools in the UK to visit schools in Denmark where human scale education is more embedded in the education system and where small learning communities and student-centred learning are more widely established. The catalyst for the programme was the finding of the Evaluation Report of the Human Scale Schools project (see below) which indicated that efforts in the participating schools to bring about changes in teaching and learning had not kept pace with related changes such as the re-structuring of schools.

The format for the five-day study visits is set out from the beginning : UK teachers are asked to identify an aspect of innovative pedagogy that could be further developed in the light of Danish practice. HSE's role is then to fit the needs of each UK school to the Danish school with expertise in this particular area. On return to the UK the teachers make written reports of their study visit and set out plans for the future implementation of the new pedagogy and other changes they may have been influenced by in Denmark. These are closely monitored by HSE members of staff who visit the schools to see the progress being made.

Typically one visit accommodates three UK schools and three teachers from each school who include both senior teachers and young members of staff that the schools may wish to 'invest in'. Many of the teachers, though not all, are from schools that were involved in the Human Scale Schools project.

During the year under review three visits have taken place involving 9 schools from the UK and 27 teachers. One of these visits was developed in collaboration with the Hartlepool Local Authority. Two further visits have taken place subsequently.

Initially the participating schools were chosen because of their involvement with the Human Scale Schools project (see below) though schools

were subsequently recruited that may have had no previous association with HSE.

The project is proving very successful. Teachers who have taken part in the visits have often been profoundly challenged by the experience, as their individual reports to HSE have testified. One wrote, 'The overarching feeling that came from our experiences in Denmark has helped us to question our current practices, beliefs and values at a more profound level than ever before.' While another wrote, 'In the coming academic year I would like to think that there will be some real changes brought about either partly or wholly stemming from what we saw in Copenhagen.'

A feature of the programme are return visits by the Danish schools to the UK schools they were partnered with, an encouraging number of which have already taken place. Furthermore, staff from two of the schools involved in the programme have returned to Denmark with no additional support from HSE

Changes already made in the UK schools as a result of the visits include the introduction of problem-based learning, the adoption of flexible learning spaces on the 'home base' model, developments in community-related curricula and in collaborative peer-related learning. Teachers from these schools have made presentations at national conferences and are increasingly networking with each others' schools, sharing their experiences. This building up of a network of schools in the UK is an important part of the project.

In Denmark articles have appeared in the press about the International Partnerships Programme and a local authority in Copenhagen is planning to set up its own study visits programme to schools in the UK modelled on the HSE programme.



March 2010-March 2011 : Schools visited.

March 2010 visit :

Participating UK schools

Brislington Enterprise College, Bristol
Stantonbury Campus, Milton Keynes
Walker Technology College, Newcastle

Participating Danish schools

Hellerupskolen, Copenhagen
Dyssegardskolen, Copenhagen
Ungdomskolen, Copenhagen

September 2010 visit :

Participating UK schools

Stanley Park High School, Sutton
Biddenham School, Bedford
Northampton School for Girls, Northamptonshire

Participating Danish schools

Orestad Gymnasium, Copenhagen
Hellerupskolen, Copenhagen
Trorodskolen, Holte
Vangeboskolen, Holte

March 2011 visit :

Participating UK schools

Manor College of Technology, Hartlepool
Dyke House Sports College, Hartlepool
High Dunstall College of Science, Hartlepool

Participating Danish schools

Skovmosen Nursery, Roskilde
Roskildeskolen, Roskilde
Absalonskolen, Roskilde
Tjornegardskolen, Roskilde

Seminar Programme

The seminar programme was introduced in the autumn of 2009. Its purpose was to disseminate to others, especially heads and senior teachers, the values and practices of human scale education. The seminars were held at the Gulbenkian Foundation in London and followed a similar pattern : an invited speaker would discuss a particular theme while a headteacher from one of the Lead Schools from the Human Scale Schools project would describe how the work in question was being implemented in their particular school.

Three seminars were held in 2009/10 and a further two in 2010/11. The first of the 2010/11 seminars took place on 23rd April 2010 on the theme of Change Management. It was addressed by Marcus Orlovsky, Director of Bryanston Square Consulting, and David Taylor, headteacher of Stanley Park High School, Sutton. The second seminar was held on 19th May 2010 and was addressed by Gareth Mills, formerly Head of Curriculum Development at QCA, and Mark Wasserberg, headteacher of Stantonbury Campus, Milton Keynes.



Publications

NCSL Seminar papers : As reported in the last Annual Report, the National College for the Leadership of Schools and Children's Services awarded HSE a grant of £18,500 in February 2010 to allow for the publication of a series of papers that recorded the topics explored in the seminars. This was especially welcome since the seminars were inevitably confined to a limited number of people while a series of published papers, coupled with their publication on the NCLS website, would help ensure that they reached a far wider audience.

Five papers were published in total in the NCLS/HSE series, as follows :-

'New Learning Environments: a compendium of strategies for engaging with students in visualising new learning environments' by Mike Davies

'Learning Through Contrast: Danish Pedagogy in Human Scale Schools' by Mike Davies

'Learning, Design and Human Scale Education' by Mike Davies

'Relationships as a Springboard for Learning' by James Wetz

'The Management of Change – Becoming a human scale school: a case study (Stanley Park High School)' by David Taylor

Free copies of these publications were sent to a wide variety of organisations and individuals as part of HSE's dissemination campaign.

Copies are available free from the HSE office or can be downloaded from the HSE website.



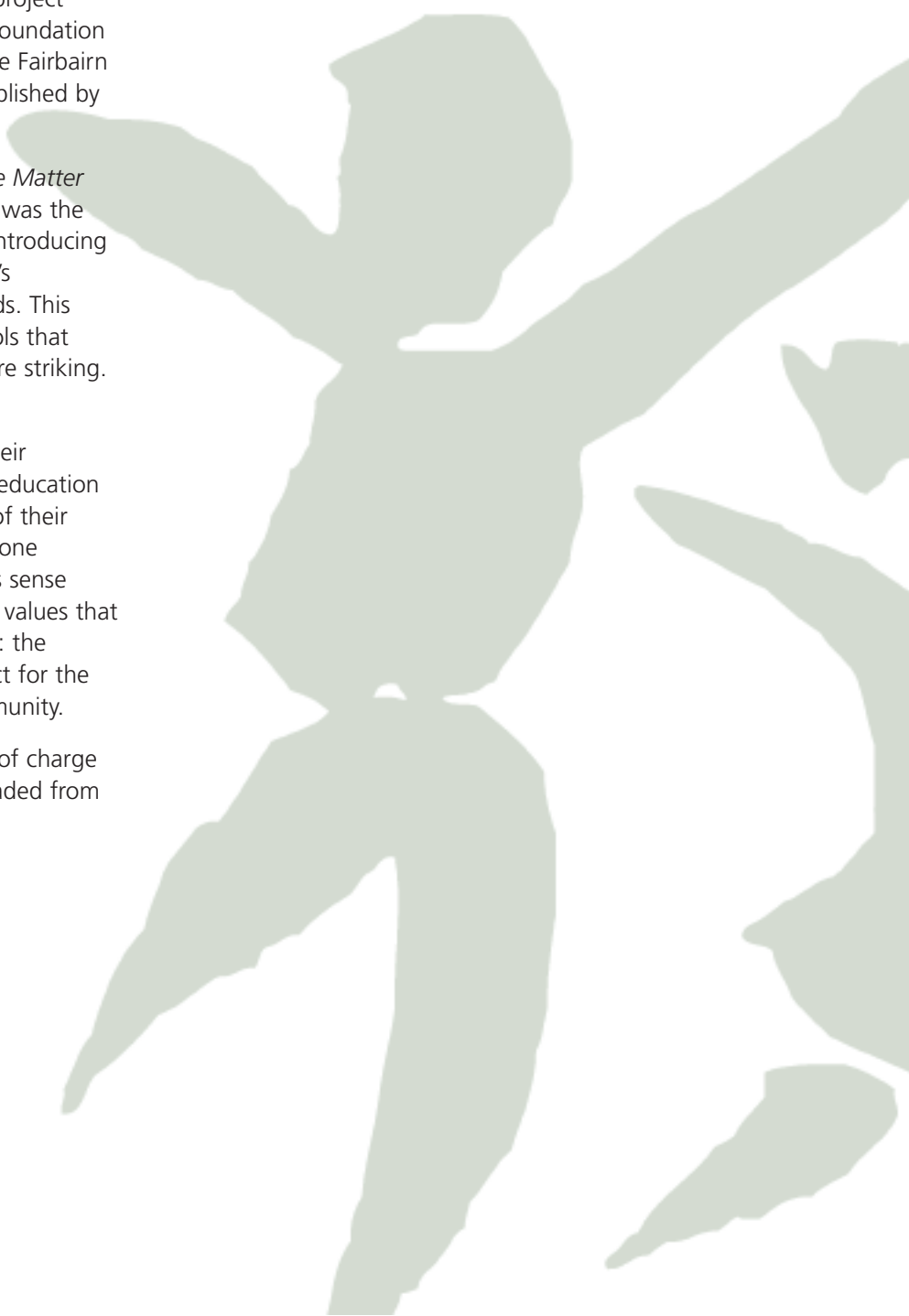
Evaluation Report

In 2007 LC Research Associates were commissioned by HSE to conduct an independent evaluation of six of the schools that took part in the Human Scale Schools project. This initiative ran from 2006-09 and awarded grants to 39 schools across the country to enable them to adopt different kinds of human scale practices. The evaluation report, which, like the project itself, was funded by the Gulbenkian Foundation with additional support from the Esmee Fairbairn and Paul Hamlyn Foundations, was published by Gulbenkian in December 2010.

Entitled *Towards Schools Where People Matter* one of the key messages of the report was the difficulty that schools encountered in introducing change in the face of the Government's 'standards agenda' and similar demands. This made the achievements of those schools that were evaluated in the study all the more striking.

A substantial number of students were interviewed during the research and their different perspectives on human scale education described in the report. At the centre of their concerns were their relationships with one another and with their teachers. In this sense their perspective reinforced the central values that underpin education on a human scale : the primacy of human relationships, respect for the individual and the importance of community.

Copies of the report are available free of charge from the HSE office or can be downloaded from the HSE website.



Website

To keep pace with developments in the world of online technology and the new media, HSE began work on a new website, the first phase of which will go live in October 2011. The new site will not only refresh the look and feel of the existing website but also bring its functionality up to date by incorporating new content, news streams, improved navigation and film. In addition, the Director will have his own blog. Once the first phase is active we will be developing a second phase which aims to capture and disseminate our new project work and, in addition, enhance the site to reflect the evolution of Human Scale Education as a movement.

The organisation has already joined Twitter and we will be sharing our knowledge, news and wisdom via our 'tweets'. You can follow us @HSE_Movement.



EFFE

HSE is the UK office of the European Forum for Freedom in Education. Each year EFFE holds a colloquium which in 2010 was entitled *For a Healthy School: Sustainability and Responsibility in Education and Health Promotion*. One of the speakers was Fiona Carnie, the organisation's vice-president and latterly Consultant to HSE.



Conference and Annual General Meeting

The Conference and AGM were held in November 2010 at the Directory of Social Change in London. Tony Breslin, addressing his first AGM as Chair, spoke about the policy environment in which education is operating; while Mary Tasker, HSE's former Chair, spoke about small learning environments and the threat to these and related developments posed by an over-centralised system.

Financial summary for 2010-2011

Brought forward	£190,907
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Income	
Grants	£147,950
Donations	£700
Subscriptions	£4,395
Sale of publications	£319
Interest	£810
Other	£6
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Total	£154,180
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Expenditure	
Project expenditure	£84,952
Support and events	£41,529
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Total	£126,481
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Surplus for the year	£27,699
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Carried forward	£218,606



Mary Tasker

Mary Tasker, who stood down as Chair of HSE in 2010, first became a member of the Executive Committee, as it was then called, in 1991, becoming Chair in 1995.

During her fifteen year tenure HSE gradually changed from being an organisation with high ambitions and splendid slogans to one that was both active and at the same time humble about what it could achieve. Mary united a rather disparate and fragmented organisation that tended to take as its own anything with the word 'small' in its rubric to one that sharpened its focus and began to anticipate the consequences of Titan schools, making their reorganisation and reculturing along human scale lines the true focus of HSE. This development played a key part in the growth of smaller learning communities and schools-within-schools right across the secondary school sector. Mary is the unsung hero of this movement during the last decade, a true innovator who has helped change the experience of schooling for thousands of young people in mainstream state schools.

In support of the work of HSE Mary also undertook and published research that indicated the potential of smaller learning communities to transform the experience and success of students. She also wrote articles and letters to the press that articulated a constant theme : the need

for an education system that had at its heart respect for all students and their myriad talents rather than a system that attempted to assess them through the proxy of standardised data. Whether at a conference, seminar, school visit or committee meeting the ideals that she espoused were also those that she lived by. In addition, anyone who met her talked of her intellect, engaging warmth, disarming strengths and generosity.

For much of her time as Chair, Mary served both in this capacity and as HSE's unpaid Director. Mary was HSE and from schools to universities to the House of Commons and the House of Lords her name became synonymous with a set of dispositions : smaller learning communities, unsegregated groupings, flatter hierarchies, radical pedagogy, rich/authentic contexts for learning, student democracy, authentic assessment and parental partnerships. Taken together, these envisage a very different society to the one currently prefigured in the English school system.

Mike Davies



Mary Tasker



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