



# THE BRENT EDUCATION



A FRAMEWORK



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# Preface

The Brent Education: A Framework, is a guide to the model of education practiced at all Brent Schools. Within this document both the ideals and the practical principles that have made each Brent School a world class educational institution with the heart and warmth of a family are identified and explained.

The document begins with an explanation of the underlying philosophical positions that define the unique Brent mission and overall direction. The framework then explains how the educational practice flows directly from that mission and philosophy. Lastly, the framework explains the perspectives and processes through which a sustained and renewed educational model is maintained and enhanced in order to stay relevant in an ever changing world.





## CHAPTER 1

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# The Brent Philosophy of Education

- Historical Perspective
- Mission
- Goals and Philosophy
- Expected School-Wide Learning Results
- Vision





■ **Historical Perspective**



“Education without religion,” wrote Bishop Charles Henry Brent “is like a house without foundation, an accompaniment without song.” Religion works on two distinct levels in a church school such as ours: first, as that which supports the edifice of education, giving the enterprise its ethical and moral context; and second, as the element that brings all the various strands of school life into harmony with each other, giving them their meaning as part of an integrated whole.

Definitely “indoctrination” is not what Brent had in mind. What he is advocating is an explicit and intentional ethical/spiritual framework that provides meaning and direction to learning by placing the “big” questions at the center of school life: What is the meaning of my life? What is my duty towards my neighbor? Of course Brent School presents the traditional Christian answers to these questions, but for students at this stage of their spiritual development, the questions themselves are probably more important than any answer we supply. It is the centrality of these questions and the freedom to address them that distinguishes Brent School from its secular counterpart. The important thing is that students make these questions central to their lives and become, in the words of a Brent ESLR, “life-long learners...with a passion for the truth..”

The question will then be raised: how is the school as an institution of the Church fulfilling its evangelical mission if it leaves the questions open? Bishop Brent would respond that as Christians, we believe the Truth is Christ, and that anyone who sincerely and passionately seeks the Truth, will end up discovering Christ.

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■ **Mission**

Brent is an International, co-educational, day school associated with the Episcopal Church in the Philippines.

Within a Christian environment, the school seeks to help students to become rational, intellectually curious, and receptive to new ideas.

The Mission Statement of all Brent Schools states that:

“ Brent Schools, in a Christian ecumenical environment in the Philippines, are committed to develop individual students as responsible global citizens and leaders in their respective communities, with a multicultural and international perspective, and equipped for entry to colleges and universities throughout the world.”



## ■ Goals and Philosophy

Brent International Schools are international, co-educational, college preparatory day schools, Nursery to Grade 12, affiliated with the Central Diocese and Northern Diocese of the Episcopal Church in the Philippines.

Brent Schools are a community in which the love of God is fostered and which are characterized by the Gospel ideals.

Brent Schools aspire to be living international school communities, where young people from different nationalities, cultures, religions and family backgrounds, educate one another by mutual understanding and respect, openness of mind in dialogue, acceptance of the uniqueness and limitations of each, growth in the spirit of service and the practice of justice and charity.

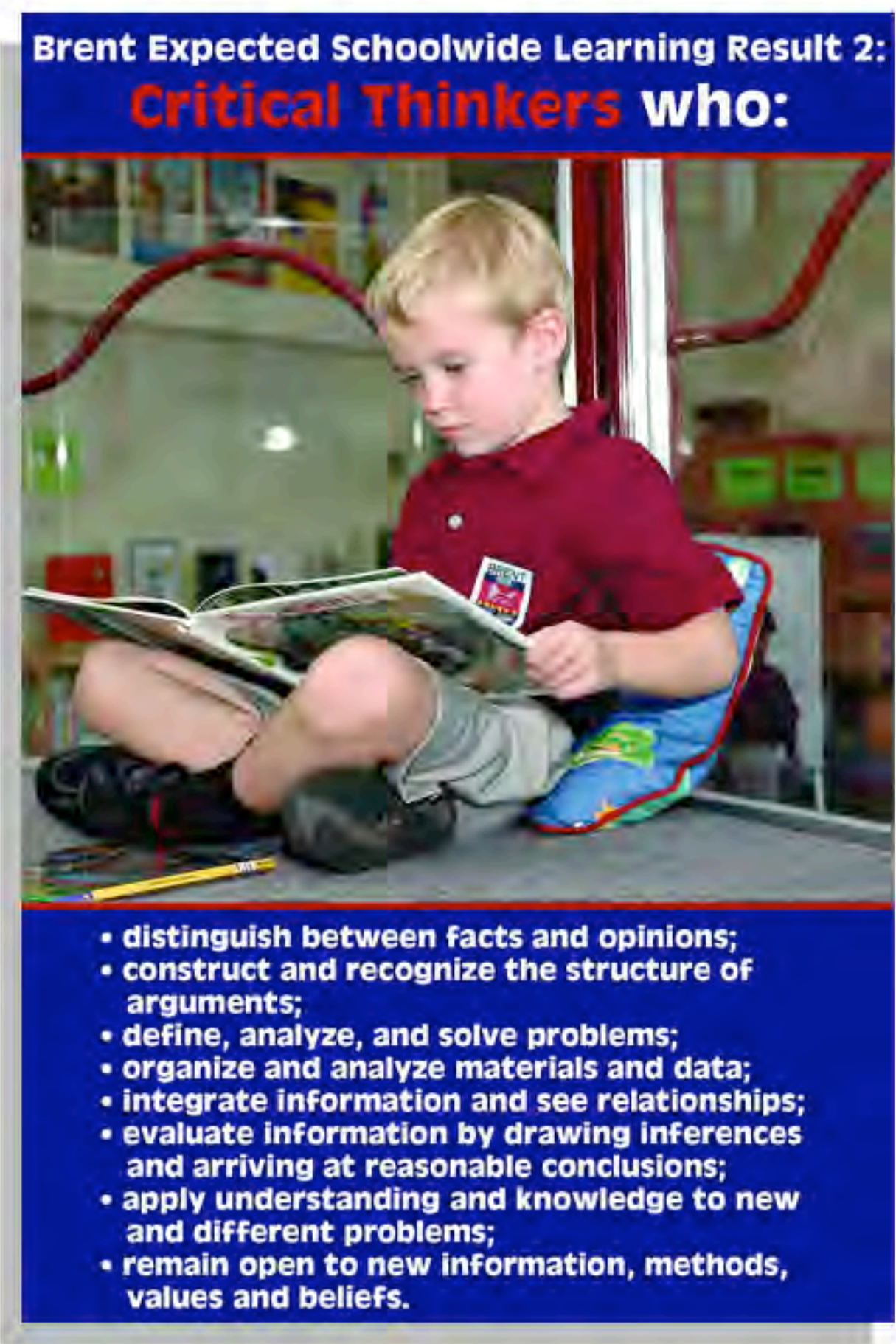
Brent Schools aim at every level to be characterized by quality education, a truly professional spirit, and genuine service to students and society. Programs and teaching methods are continually revised in the light of modern educational developments to meet the needs of the times.

Brent Schools are concerned with the development of critical minds, sensitive to important issues and with the ability to form judgments. This is important in a society in which discernment in the use of mass media is required to maintain one's personal liberty in the face of all undesirable influences.

## ■ Expected School-wide Learning Results (ESLR-s)

Brent School's philosophy is summarized in the **Expected School-wide Learning Results (ESLR-s)** which state that the school, in a Christian environment, prepares its students to be:

- **Responsible citizens:** who exercise leadership, work effectively with others in diverse settings, resolve conflicts productively and peacefully, demonstrate a sense of civic awareness, and contribute responsibly to the community;
- **Critical thinkers:** who distinguish between facts and opinions; construct and recognize the structure of arguments; define, analyze, and solve problems; organize and analyze materials and data; integrate information and see relationships; evaluate information by drawing inferences and arriving at reasonable conclusions; apply understanding and knowledge to new and different problems; and remain open to new information, methods, values and beliefs;





- **Technologically literate individuals:** who demonstrate basic technology skills, apply technology ethically and productively, communicate using technology, conduct research using technology, and use technology to enhance critical thinking;
- **Healthy individuals:** who understand and demonstrate physical, mental, and spiritual health; develop life-long health and fitness goals; and understand substance abuse, its effects and consequences;
- **Tolerant individuals:** who respect themselves and others; understand and appreciate the diversity and interdependence of all people; deal effectively with conflict caused by diversity of opinions and beliefs; and respect the role of gender, religion, culture and ethnicity in the world;
- **Effective communicators:** who articulate thoughts clearly, demonstrate an understanding of their audience, take responsibility for their message, demonstrate the ability to listen actively, and use a variety of communication skills;
- **Life-long learners:** who demonstrate intellectual curiosity, are self-directed, integrate and apply what they learn to improve their own lives, understand the value of continuous learning, reflect on and evaluate their learning for the purpose of self improvement, and use a range of learning strategies and time management skills to enhance learning.

Brent Expected Schoolwide Learning Result 3:  
**Technologically Literate Individuals who:**



**BRENT INTERNATIONAL SCHOOL SUBIC**  
1994

**BRENT**  
1909 100 YEARS 2009

- demonstrate basic technology skills;
- apply technology ethically and productively;
- communicate using technology;
- conduct research using technology;
- use technology to enhance critical thinking.



## ■ Vision

### **The Brent vision is: One Family, One Mission, One Future, One Brent.**

Brent Schools are steeped in a century of traditions. These traditions are an important part of why Brent Schools have flourished into the world-class institutions they are today. Our commitment is to interconnectedness and the alignment of Brent Schools. These ideals are necessary to the strength and sustainability of each individual campus. These traditions and ideals form community, and the vision of One Brent. Together we stand stronger. One Brent means One Family, One Mission, and One Future.

**One Brent means One Family.** Families are unique when compared to other social groups and institutions. Families are loyal and committed to each other. They work together to succeed despite the obstacles of life. The interests of the family are above the interests of the individual. There is a strength and bond in families that can never be severed. Students, families, faculty, staff and the greater Brent community are family, with all of the mutual love, respect, and nurturing that implies. The vision is to nurture and strengthen the family focus of Brent Schools. Brent is a place where families thrive!

**One Brent means One Mission.** Brent schools share a common mission statement and curriculum. Ultimately, we must share responsibility for engaging the greater Filipino community. The One Brent Mission Statement draws on the values and traditions that have formed each campus, and the common goals and practices that unify and transfer the strengths of each individual campus to other campuses. One Brent means one education. We must invest the time, resources, and expertise of professionals from all the Brent campuses to develop and improve the one Brent curriculum. When a student graduates from a Brent school, they are getting The Brent Education. Our shared curriculum is the way we engage the broader world of ideas. It is the way we engage the Filipino community around us. With our combined resources and ideas, we can impact the Philippines and the broader region. Together, we are reimagining the purpose of education in Christ's love.

**One Brent means One Future.** A future of unity and interconnectedness for Brent Schools is a bright future. Despite the ebb and flow of the economy and the political and natural challenges of life in the Philippines and a changing world, the Brent family is strong. We are to love God and love one another. As such, our future is one of unity. Our standard of true international education is achievable with One Brent. The effects of globalization, the shrinking of our world, and the ever-quicken pace of change are all better negotiated together.



***“The Brent vision is:  
One family, One Mission,  
One Future, One Brent.”***



## CHAPTER 2

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# The Brent Education

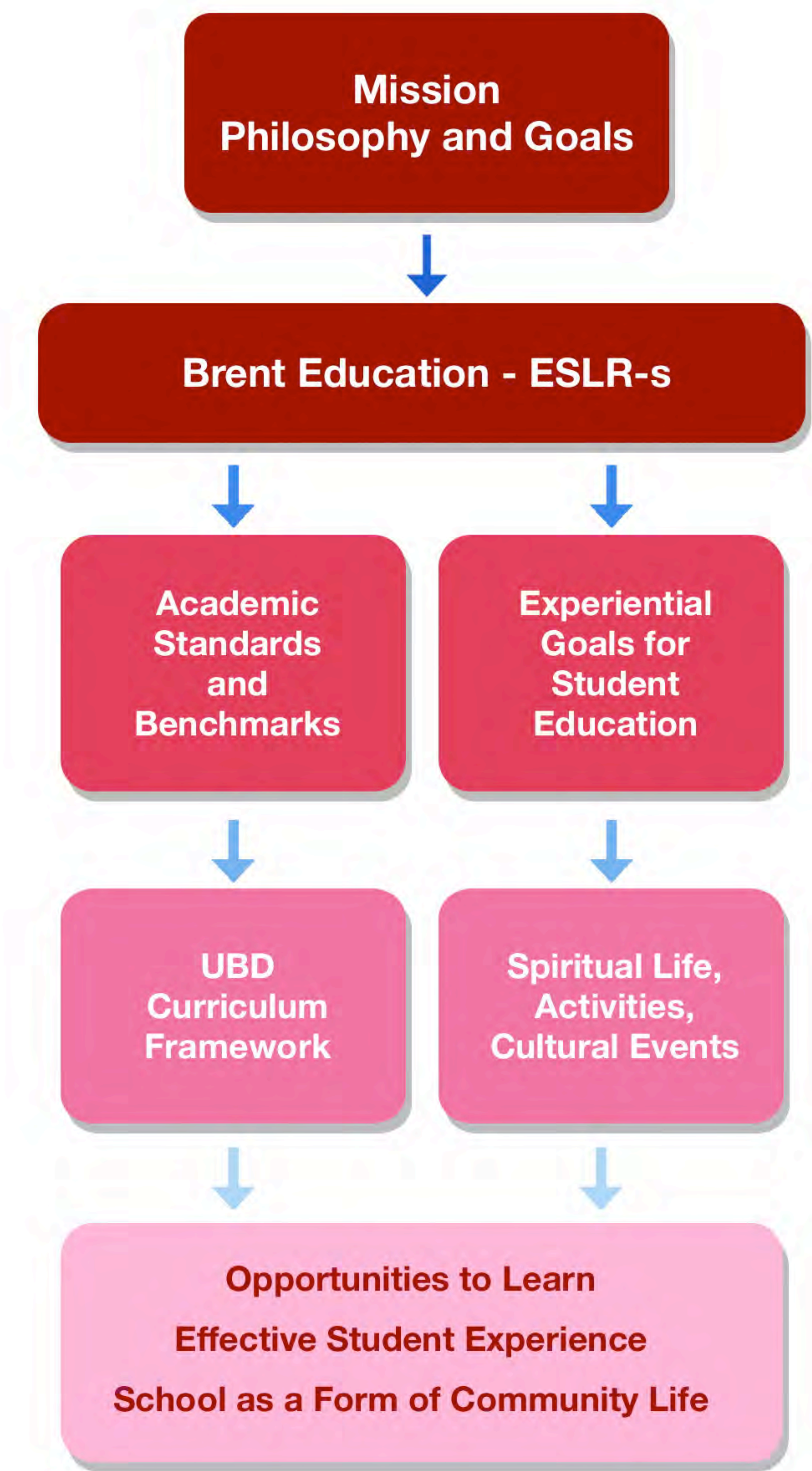
- The Brent Education Model
- Philosophical Basis
  - Defining Curriculum
  - Inclusive Education
  - Types of Curricula
- The Academic Curriculum
  - Objectives Based Curriculum
  - Researched Based Curriculum
  - Assessment
- Co-curricular Programs
- Spiritual Education





■ The Brent Education

This diagram represents how the Brent Education is derived. The process begins with the mission, vision, and philosophy. Those are captured by the ESLR-s. The ESLR-s are further expressed through the objectives of the academic and co-curricular programs. The academic and co-curricular objectives are operationalized by the UBD curriculum framework and the co-curricular programs. These are what the students engage, and what translates the Brent Education into effective student experience. Student experience should link back to the Brent mission, philosophy, and goals





■ Philosophical Basis



John Dewey (1929) communicated a philosophy of education which frames much of the current educational thought and helps us to understand the basis for the Brent Curriculum. Dewey wrote in his Pedagogical Creed that **fundamentally the school is a form of community life.**



*“Much of present education fails because it neglects this fundamental principle of the school as a form of community life. It conceives the school as a place where certain information is to be given, where certain lessons are to be learned, or where certain habits are to be formed. The value of these is conceived as lying largely in the remote future; the child must do these things for the sake of something else he is to do; they are mere preparations. As a result they do not become a part of the life experience of the child and so are not truly educative.”*

- *“Education is a process of living, not a preparation for living.”*

The Brent Education is focused on the education of students through the experience of living and participating in the Brent communities, in the Philippines, and in the greater international community in which they participate as global citizens.





### *Defining Curriculum*

“The word curriculum is Latin for a race-course, or the race itself – a place of deeds, or a series of deeds. As applied to education, it is that series of things which children and youth must do and experience ...” (Bobbitt, 1918, pp.11)

“The curriculum may, therefore, be defined in two ways: (1) it is the entire range of experiences, both undirected and directed, concerned in unfolding the abilities of the individual; or (2) it is the series of consciously directed training experiences that the schools use for completing and perfecting the unfoldment.” (Bobbitt, 1918, pp.11)

### *Inclusive Education*



Brent International Schools recognize, are confronted and challenged with a global reality in international schools, that of multiculturalism, multilingualism and students with special and varied needs. As schools that are responsive to dynamic changes in demographics and to keep abreast of developments in the field of education, visions, policies, programs, curriculum, classroom practices and relationships reflect and respond to the experiences, needs, rights, strengths, weaknesses and contributions of all learners. We take into account and place value on learners as individuals and as members of diverse groups, be they cultural, linguistic and/or needs-based.

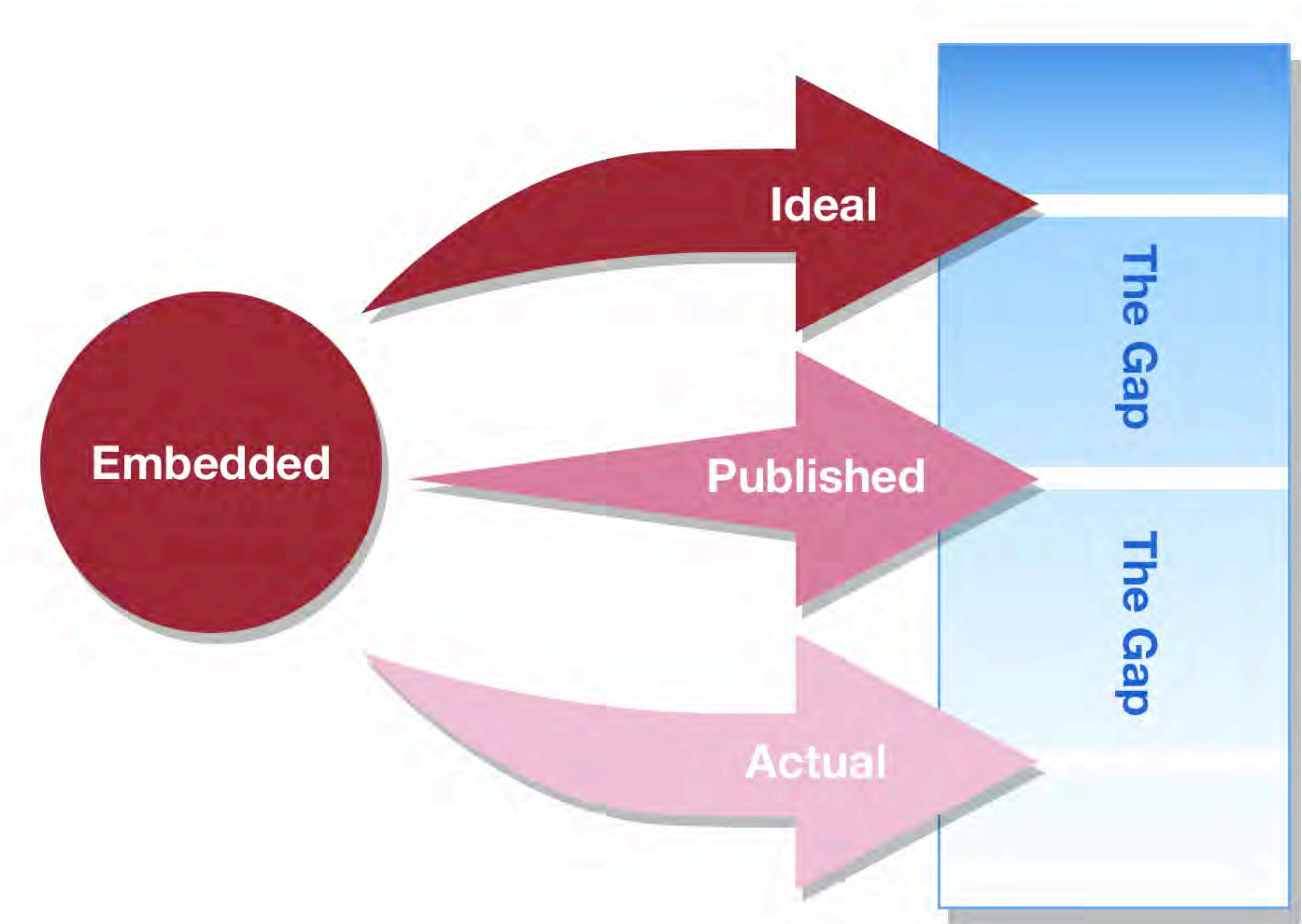


■ **Types of Curricula**

These types of curricula are of particular importance to the Brent Education brand:

- Ideal - That which we idealize as the best education.
- Published - How we operationalize our Ideal Curriculum
- Actual - How we deliver the Published Curriculum in the classroom.
- Embedded - The values and beliefs that define Brent culture.

Marzano (2003) explains that the importance lies in the congruence between the intended curriculum and the implemented curriculum. There is always a gap between the idealized, published, and what is actually delivered to students in their experience. The gap comes as a result of the independence teachers have to make decisions about teaching, the availability of resources to deliver the curriculum, and the quantity of content expected in published curricula. The Embedded Curriculum drives and underlies everything.



Solidifying our model of Brent Education, through the Published Curriculum, allows us to begin to evaluate and then reduce the gap.



## The Academic Curriculum

### Objectives Based Curriculum

Rational, sequential approach that is simple to grasp and allows us to determine program’s success or failure;

- “The curriculum of the schools will aim at those objectives that are not sufficiently attained as a result of the general undirected experience.” (Bobbitt, 1918)
- “In order for objectives to function effectively in instructional and evaluation situations, they must be stated in terms of measureable learner behavior.” (Popham, 1972)
- “The major advantages of such objectives are that they promote increased clarity regarding educational intents...” (Popham, 1972)

The Brent academic curriculum ultimately flows from the ESLR-s. Each of our ten academic departments, however, is even further defined and driven by department content standards. Further, each set of standards is measureable at key developmental stages through sets of banded benchmarks.

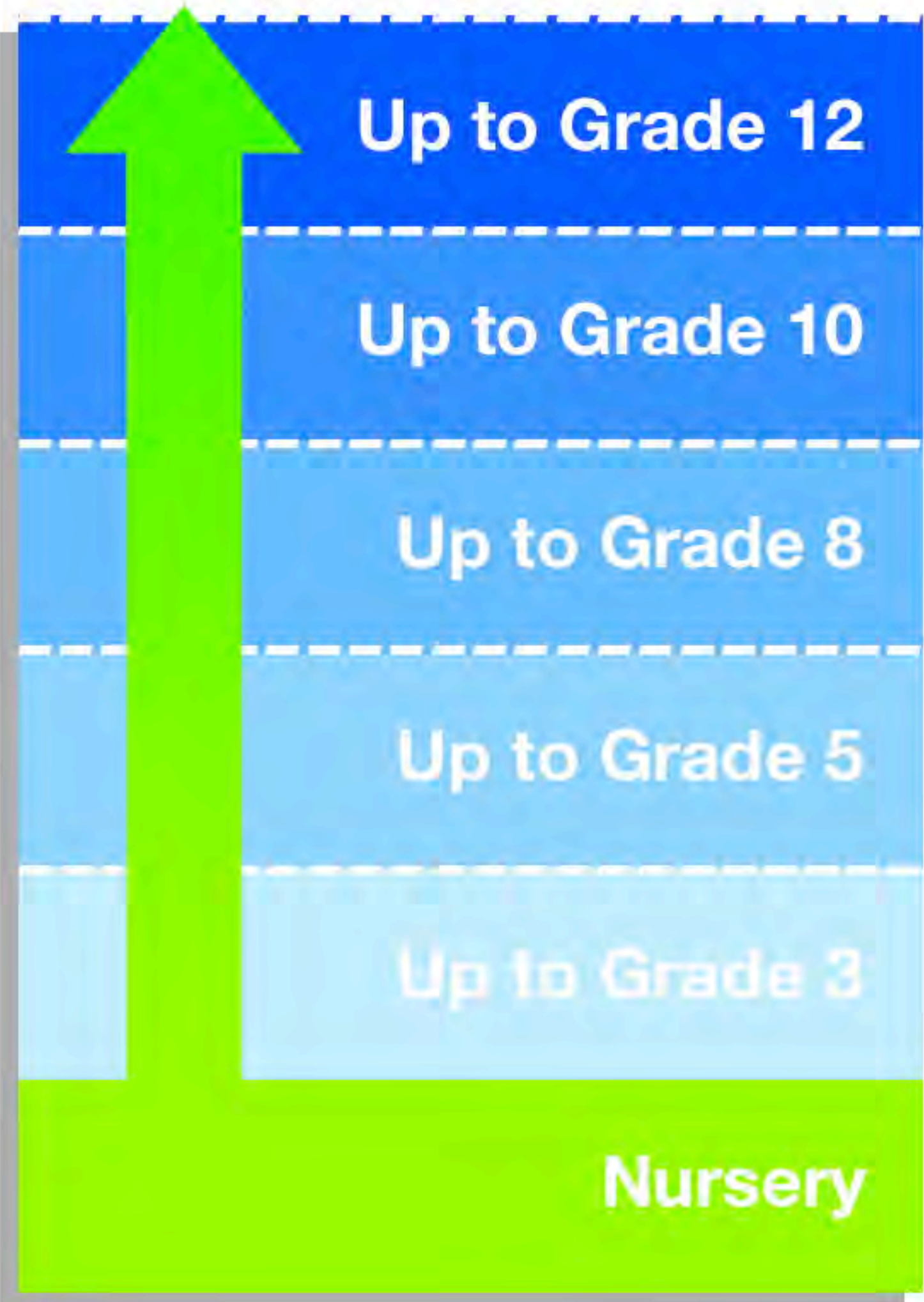
### Research Based Curriculum



The National Research Council (NRC) has identified principles of learning. One principle, **access prior knowledge and make connections**, suggests that learning occurs best when it is linked to existing knowledge and experience that the students have. Making connections to existing knowledge structures strengthens understanding and increases the chance the knowledge will be learned.

Another NRC principle is that **learning is not just about facts and skills, but it should focus on deeper, conceptual knowledge**. This principle suggests that coverage of content is not as effective as uncovering content to learn core concepts and big ideas. There are concepts and themes that transfer across content and subject areas, and those should be the focus of learning.

Educational Objective -  
ESLR/Academic Standard



Standards are benchmarked at key developmental stages to track student performance against educational objectives.



Marzano (2003) conducted meta-analyses on studies spanning thirty-five years of research on school effectiveness. The school level factor with the greatest impact was a **guaranteed and viable curriculum**.

The Brent Academic Curriculum is operationalized into a published curriculum through the Understanding by Design (UBD) unit development framework. The UBD framework allows the Brent curriculum to satisfy Marzano's suggested courses of action to close the gap in curriculum, including:

- Determine content priorities by identifying essential content or "unpacking" the standards and benchmarks;
- Ensure that, in the given time, essential content can be addressed;
- Organize essential content such that students have ample time to learn it;
- Ensure teachers address essential content.

### Assessment

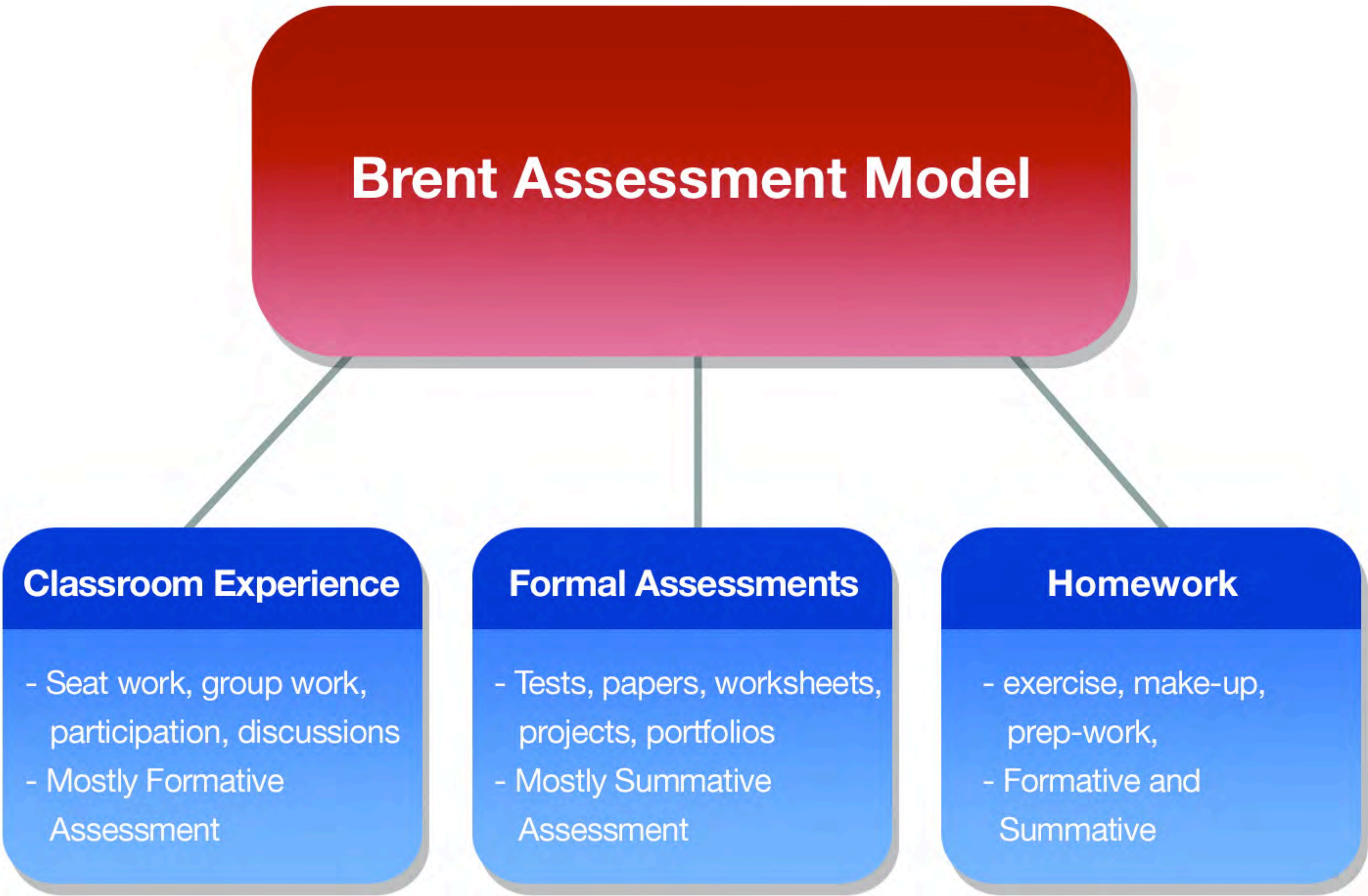
At Brent International Schools, the primary aim of assessment is "to educate and improve student performance" (Wiggins, 1998). Assessment policies and procedures stated in the school's Student-Parent Handbook read as follows: "At Brent, assessment is integrated into daily classroom teaching. It is an ongoing process, based on multiple sources of evidence including tests, observations, portfolios, interviews, performances and projects designed to inform the learning of both student and teacher. Regular assessment in which students are active participants allows students to take responsibility for their work and to support their growth as life long learners" (Brent Student-Parent Handbook, 2008).

Assessment involves processes and procedures which provide: 1) goals and educational objectives to attain; 2) feedback concerning student progress towards those goals; and 3) opportunities to gather, record and report information regarding progress to students, parents, and other stakeholder groups.

The Brent Education Philosophy therefore believes that assessments:

- Are part of instruction – not simply an activity done separately by teachers after students have completed an assignment;
- Involve teachers developing with students the expected standard for an assignment and then assisting them to measure the extent to which they have and have not attained the desired standard;
- Seek to be honest, objective, specific and fair;
- Employ a variety of techniques such as grades, rubrics, portfolios, journals, student-led parent conferences and standardized examinations;
- Involve reporting student achievement in relation to known specific and institutional standards and objectives;
- Seek a reasonable and functional level of validity and reliability in measuring student achievement;
- Provide for the involvement of students in recording and communicating progress; and
- Are transparent and clearly understood in method and purpose.





...how does this  
**contribute**  
to my **grade?**

...what  
**percentage**  
is it **worth?**



■ Co-curricular programs



Co-curricular programs such as athletics and cultural activities form an integral part of the presentation of Brent education as a form of community life. The “completing and perfecting the unfoldment” (Bobbitt, 1918) of individual students occurs through Brent’s rich and diverse activities program. ESLR attainment is enhanced and varied because of the lessons in values, relationships, character, tolerance, and teamwork that students experience through the co-curricular programs offered at Brent Schools.

■ Spiritual Education



In a Church school like Brent, *all* education is religious education since it takes place in the context of a community that acknowledges God as the initiator, sustainer and end of all its activity. The school, as an extension of the Church, is part of the Body of Christ and all it undertakes, it does so as a member of that Body. It is incumbent on the school leadership, then, to insure that all that is done in the school reflects and expresses the values in the service of which the school was founded.

Chapel worship and the Religious Studies program play a central roll in establishing the school’s Christian ethos, but the Christian virtues that the school seeks to inculcate – not only in the students, but also in all members of the community – must inform all activities and all interactions between members of the community. Christ is equally present in the classroom, the chapel, the cafeteria, the sports field and the boardroom. There is no one privileged place where these virtues are imparted and acquired, though they are most clearly articulated in the community’s weekly worship and most especially in the monthly celebration of the Holy Eucharist.



## CHAPTER 3

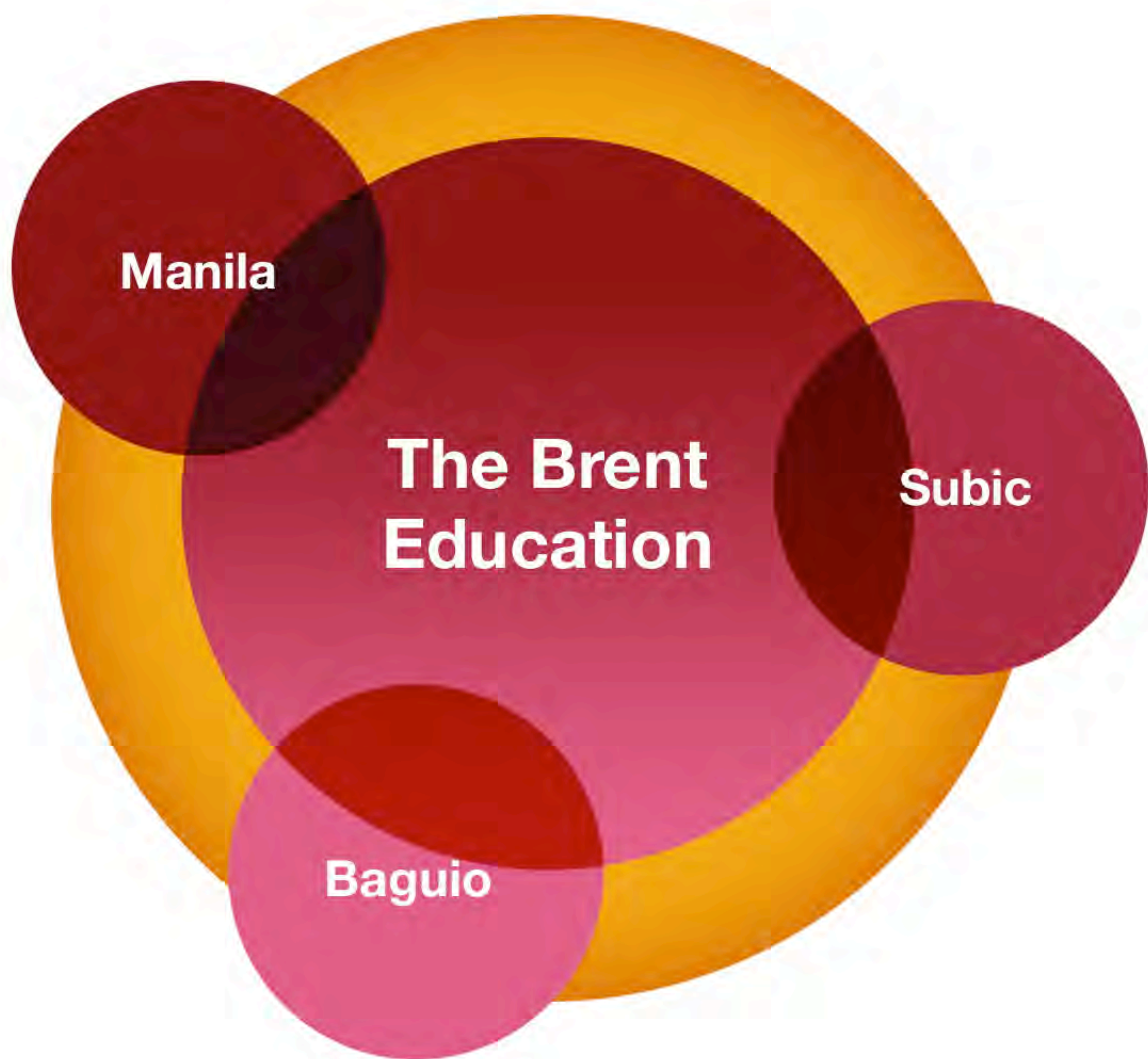
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# Sustaining the Brent Education

- Systems Thinking
- Processes for Renewal and Reform
  - Educational Renewal and Program Evaluation
  - Curriculum Review Cycle
  - Curriculum Change
  - Core Content
  - Core Materials



■ Systems Thinking



“ A cloud masses, the sky darkens, leaves twist upward, and we know that it will rain. We also know that after the storm, the runoff will feed into groundwater miles away, and the sky will grow clear by tomorrow. All these events are distant in time and space, and yet they are all connected within the same pattern. Each has an influence on the rest, an influence that is usually hidden from view. You can only understand the system of a rainstorm by contemplating the whole, not any individual part of the pattern.

...human endeavors are also systems. They, too, are bound by invisible fabrics of interrelated actions, which often take years to play out fully their effects on each other. Since we are part of that lacework ourselves, it's doubly hard to see the whole pattern of change. Instead, we tend to focus on snapshots of isolated parts of the system.

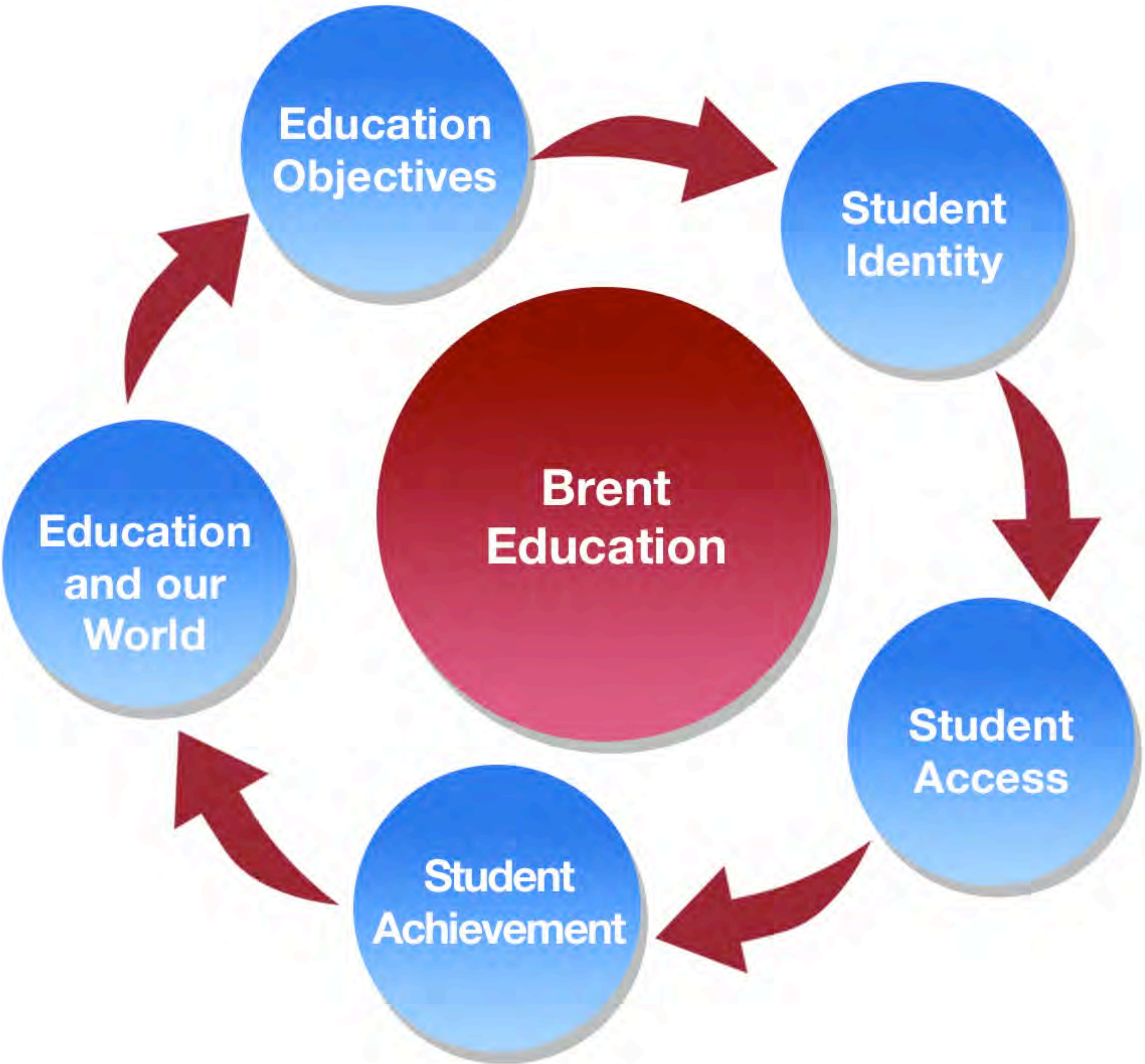
(Senge, 1990) ”

The Brent Education represents a system of schools, each with a unique context, constituency and needs. We are strengthened by operating as a whole, sharing expertise and resources. The process of improvement, however, and the regular occurrence of change pose a greater challenge to our system of schools. As we engage our process of renewal and reform, each decision for change, no matter how small, must consider its influence on the system.



■ Educational Renewal and Program Evaluation

Brent engages in professional development and educational renewal each year focused on a theme. The themes are a part of those foundational constructs in education that the Brent system believes are vital to renew and sustain Brent Education.



■ Student Identity

- How people (students) learn,
- Understanding the brain
- Effective instruction
- Culture and language (L1)

■ Student Access

- Differentiating curriculum
- Differentiating instruction

■ Student Achievement

- Authentic assessment
- Data informed decisions
- Program evaluation
- FEEDBACK!!!!

■ Education and our World

- Global citizenship
- Globalization
- Technology
- Environmental awareness
- Tolerance

■ Brent Education Objectives

- ESLR attainment
- Big ideas articulation
- Comparison/alignment to standardized tests and/or external measures of student achievement.

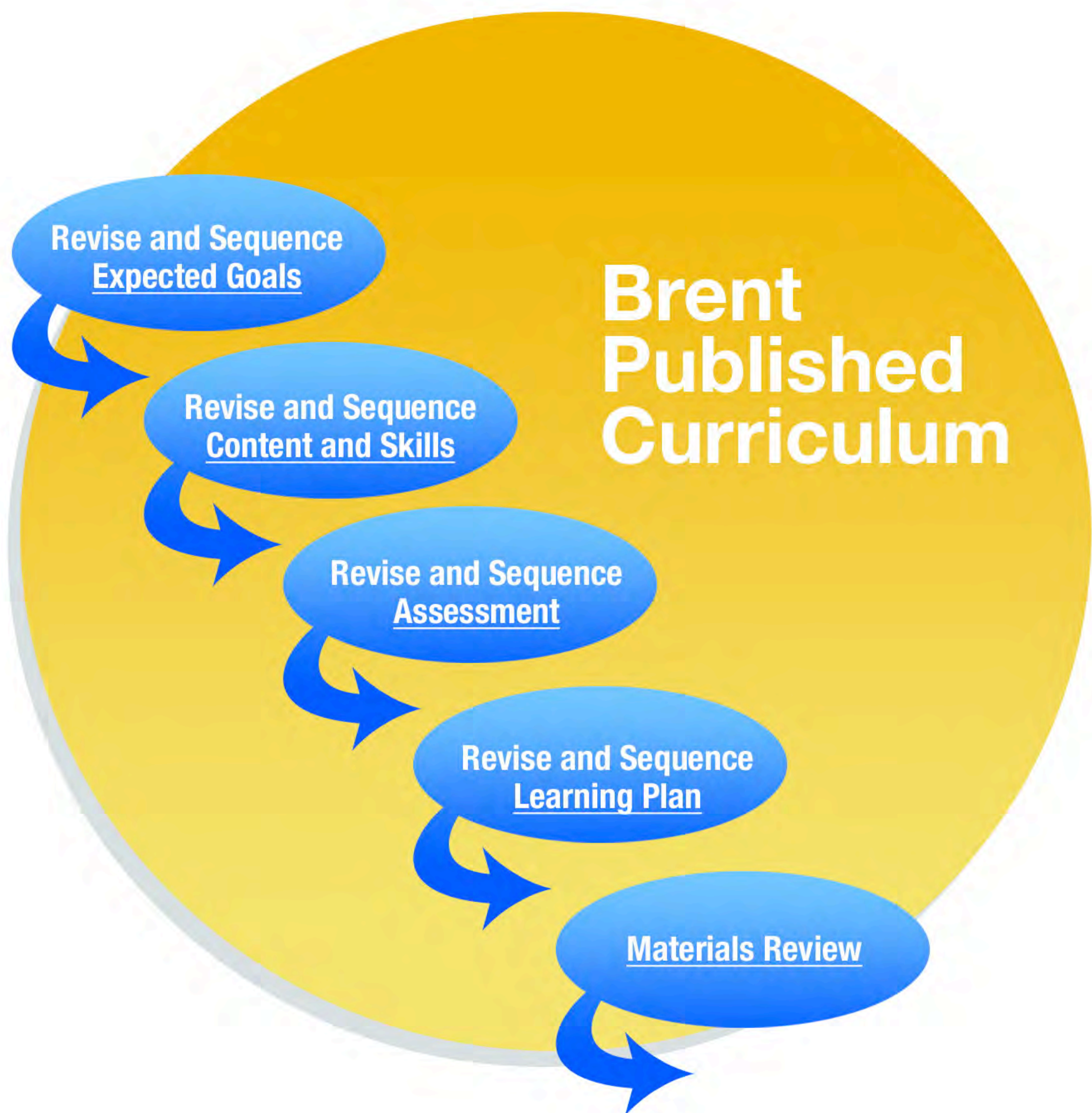


## ■ Five-Year Curriculum Review Cycle

Year	Curriculum Review Jan-May	Materials Review Aug-Dec	HOD Retreat	Materials Request	Implement S.Y.
2008	Review: Social Studies, Modern Languages, Student Service,	Materials: Social Studies, Modern Languages, Student Service	N/A	Nov	2009-2010
	IB Syllabi – Geography, Psychology, Music (5-year-BAG)	IB Materials – Geography, Psychology, Music	N/A	IB – Dec	
2009	Review: Math, ICT (WASC Midterm)	Materials: Math, ICT	Oct	Nov	2010-2011
	IB Syllabus- ITGS (5-year-MNL)	IB Materials- ITGS	N/A	IB – Dec	
2010	Review/Align: Science, Health and PE	Materials: Science, Health and PE	Oct	Nov	2011-2012
	IB Syllabi- Language A1, A2, B, ab Initio, Economics, Math	IB Materials- Language A1, A2, B, ab Initio, Economics, Math	N/A	IB – Dec	
2011	WASC SELF STUDY Review/Align: LA, English, Rel Studies, Junior Seminar	WASC SELF STUDY Materials: LA, English, Rel Studies, Junior Seminar	Oct	Nov	2012-2013
	IB Syllabi- Computer Science	IB Materials- Computer Science	N/A	IB – Dec	
2012	Review/Align: Fine Arts, ESL (WASC Accreditation Visit)	Materials: Fine Arts, ESL	Oct	Nov	2013-2014
	IB Syllabi- TOK	IB Materials- TOK	N/A	IB – Dec	
2013	Review/Align: Social Studies, Modrn Language, Student Services	Materials: Social Studies, Modern Language, Student Services	Oct 2013	Nov	2014-2015
	IB Syllabi- Business-Management, Bio, Chem, Physics, Theater, Vis Arts, EE. (5-year-BAG)	IB Materials- Business-Management, Bio, Chem, Physics, Theater, Visual Arts	N/A	IB – Dec	
2014	Review/Align: Math, ICT	Materials: Math, ICT	Oct	Nov	2015-2016
	IB Syllabi- TBA (5-year-MNL)	IB Materials- TBA	N/A	IB – Dec	
2015	Review/Align: Science, Health and PE	Materials: Science, Health and PE	Oct	Nov	2016-2017
	IB Syllabi- TBA (5-year-SUB)	IB Materials- TBA	N/A	IB – Dec	
2016	Review/Align: LA, English, Rel Studies, Junior Seminar	Materials: LA, English, Rel Studies, Junior Seminar	Oct	Nov	2017-2018
	IB Syllabi- TBA IB	Materials- TBA	N/A	IB – Dec	
2017	WASC SELF STUDY Review/Align: Fine Arts, ESL	WASC SELF STUDY Materials: Fine Arts, ESL	Oct	Nov	2018-2019
	IB Syllabi- TBA	IB Materials- TBA		IB – Dec	
2018	Review/Align: Social Studies, Modrn Lang, Student Services (WASC Accreditation Visit)	Materials: Social Studies, Modern Language, Student Services	Oct	Nov	2019-2020
	IB Syllabi- TBA IB	Materials- TBA	N/A	IB – Dec	



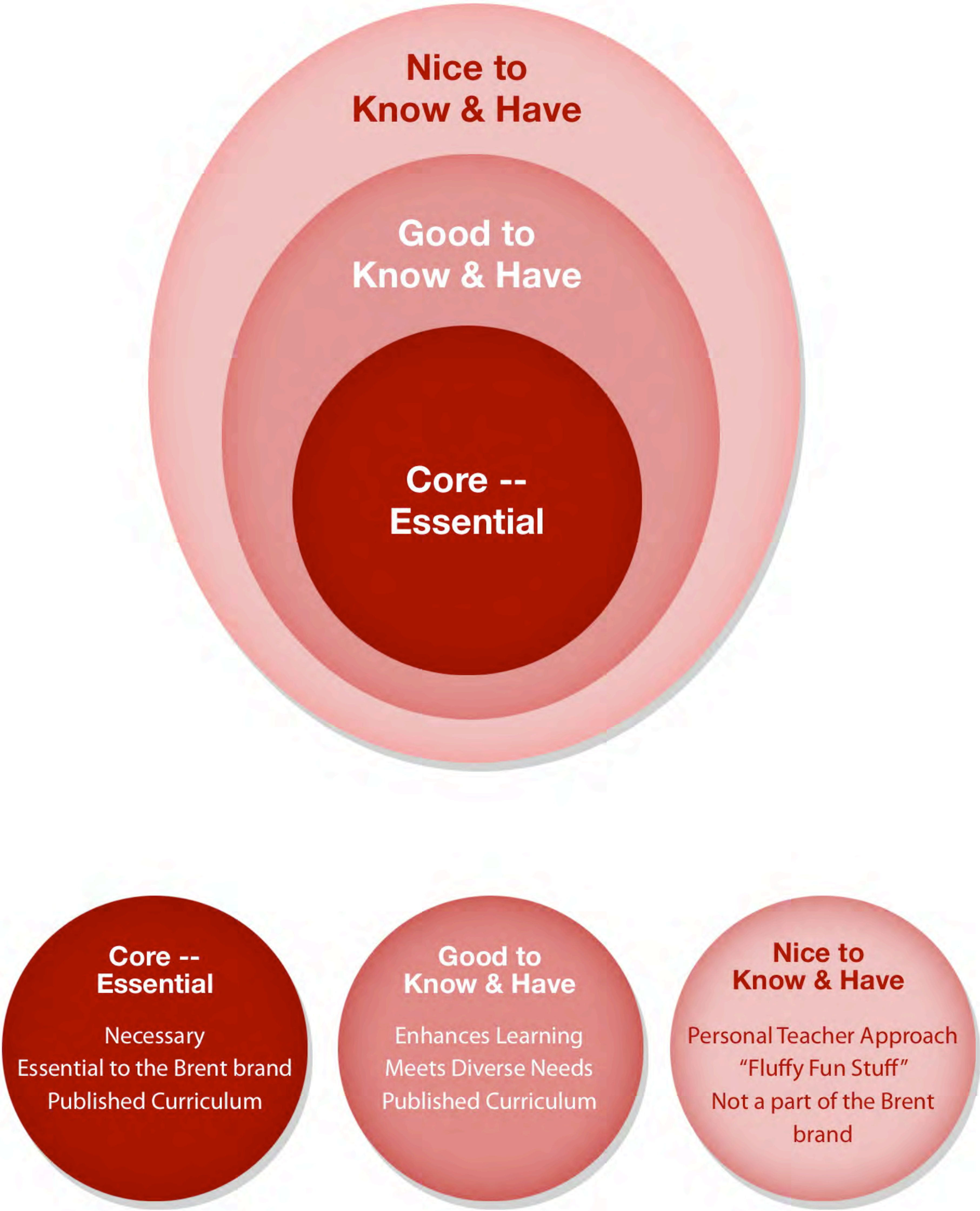
■ Curriculum Review Process



Month	Curriculum Review	Materials Review
January	Expected Goals	
February	Expected Goals	
March	Content and Skills	EARCOS Teachers Conference Review
April	Assessment	
May	Learning Plan	
August	Implementation	Selection
September		Selection
October		HOD Retreat
November		Submit Requisition



*Content and materials will be defined, through Understanding by Design, according to priority. This prioritization helps define the Brent brand of education.*





# Conclusion

The Brent Education: A Framework, is a guide to the model of education practiced at all Brent Schools.

From this document the professional educators at Brent can derive their educational practice and policy, current and prospective community members can understand the unique approach to schooling, and the greater community can witness Brent Schools' setting the standard for excellence in international education.

The Brent Education is a unique experience. Because of the positions and principles practiced at all Brent Schools, and due to the continued efforts to understand and improve that model, the Brent education is the best education.





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