



THE BRENT EDUCATION

A F R A M E W O R K

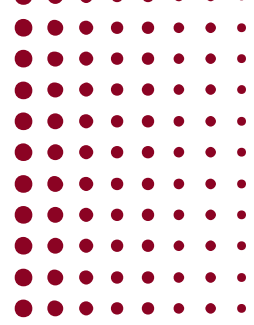


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Preface



The Brent Education: A Framework is a guide to the model of education practices at all Brent Schools. Within this document both the ideals and practical principles that have made each Brent School a world class 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.



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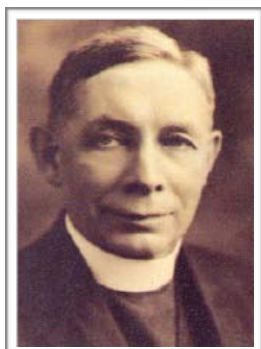
CHAPTER 1

The Brent Philosophy of Education

- Spiritual Foundation
- Mission
- Goals and Philosophy
- Expected School-wide Learning Results
- Vision

Spiritual Foundation

“Education without religion is like a house without foundation, an accompaniment without song.” - Bishop Charles Henry Brent



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.

For Bishop Brent then, the role of religion in a school such as ours is to provide an explicit and intentional ethical/spiritual framework that gives meaning and direction to learning by placing the “big” questions at the center of school life: Who am I? How should I live? How do I know what’s true? Of course Brent School presents - but does not impose - 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 suggest. It is the centrality of these questions and the freedom to address them that distinguishes Brent School from its secular counterparts. 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.

Mission

“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 Schools are international, co-educational, college preparatory day schools, nursery to Grade 12, affiliated with the Central and Northern Dioceses of the Episcopal Church in the Philippines.

Brent Schools seek to live God’s love in compassionate and sensitive communities that foster the virtues of tolerance, global mindedness and ethical engagement. We seek to cultivate individuals of solid character

equipped with a clear ethical vision, an engaged civic awareness, and a personal sense of responsibility. This, we believe, is the best foundation of authentic global citizenship.

Brent Schools aspire to be communities where young people and adults from different nations, cultures, religions and family backgrounds learn from one another in an atmosphere of mutual understanding and respect, with openness of mind in dialogue, and an acceptance of the uniqueness and limitations of each individual. Both the formal and informal curricula delivered in the classroom, on the sports field, and in the chapels and assemblies celebrate cultural diversity while at the same time encouraging students to ground themselves in their own cultures. Thus we grow together 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 that are sensitive to important issues and capable of making informed judgments. This is crucial at a time when discernment in the use of mass media is vital to maintaining one's personal liberty in the face of all undesirable influences.



Expected School-wide Learning Results (ESLRs)

Brent School's Philosophy is summarized in the Expected School-wide Learning Results (ESLRs), which state that the school 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; and develop fluency within an English medium of instruction;
- **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.



Vision

The Brent Vision is One Family, One Mission, One Future, One Brent.

Brent Schools, united by their founder's vision and bonded by century-old traditions, are committed to maintaining the interconnectedness of our campuses and ensuring their ongoing curricular alignment. We believe that together we stand stronger as one Brent.

One Brent means One Family. Students, parents, faculty, staff and the greater Brent community strive to be a family, with all of the mutual love, respect, and nurturing that the word "family" implies.

One Brent means One Mission. Our Mission Statement draws on our common values and traditions which in turn inspire our common curriculum. We are committed to investing the time, resources, and expertise of professionals from all the Brent campuses to develop and improve the one Brent curriculum. It is through our shared curriculum that we engage the Filipino community and the broader region.

One Brent means One Future. As a united family centered on love, Brent looks to the future with confidence and views the ebb and flow of the economy, the political and natural vicissitudes of life in the Philippines and the challenges of a changing world as opportunities for growth and learning. The effects of globalization, the shrinking of our world, and the ever-quickenning pace of change are all better negotiated together.





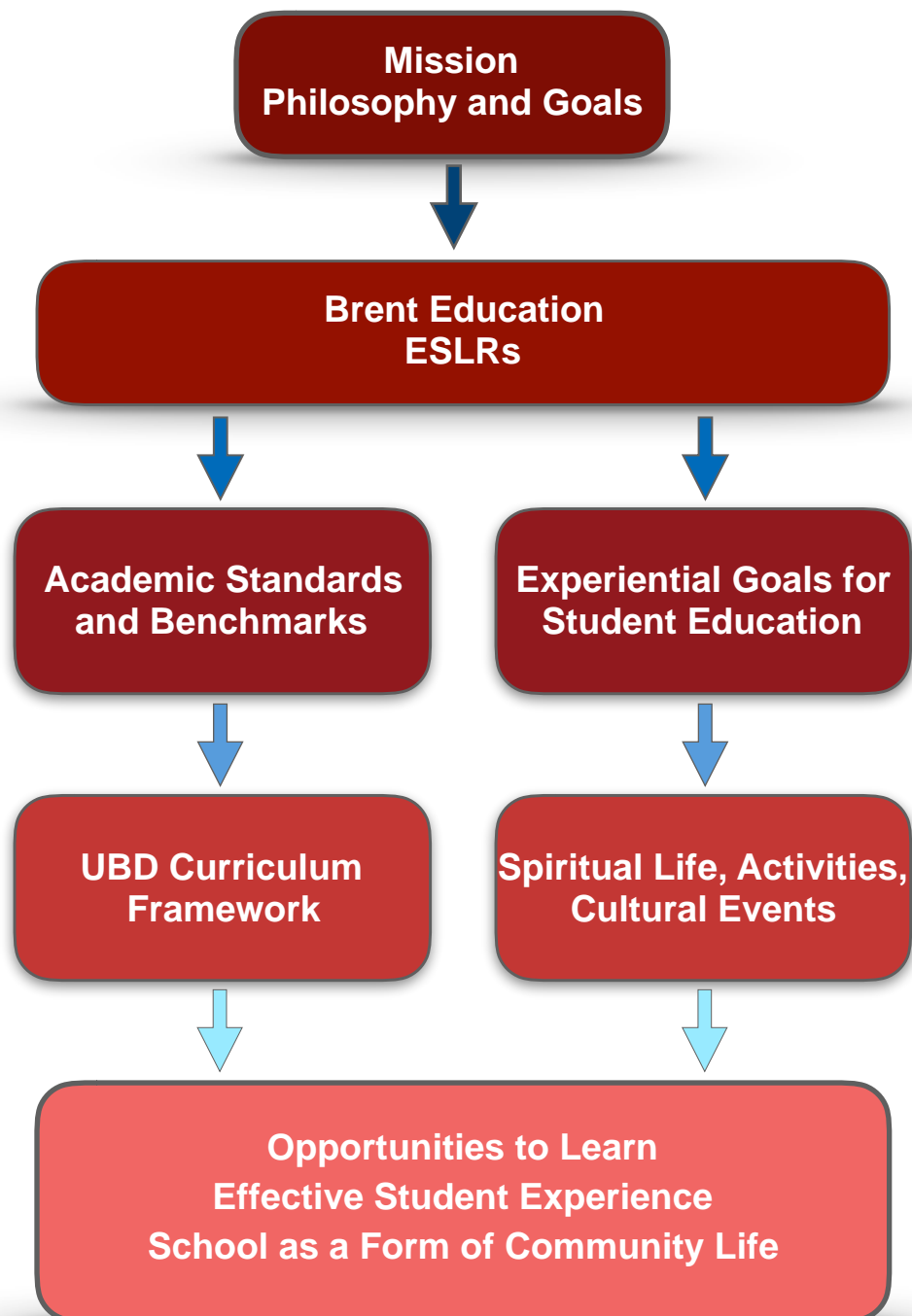
CHAPTER 2

The Brent Education

- The Brent Educational Model
- Philosophical Basis
 - Defining Curriculum
 - Types of Curricula
- The Academic Curriculum
 - Objectives-Based Curriculum
 - Research-Based Curriculum
 - Assessment
- Co-curricular Programs

The Brent Educational Model

The accompanying diagram represents how the Brent Education Model is derived. The process begins with a mission, vision, and philosophy that underlie the ESLRs. These are further expressed through the objectives of the academic and co-curricular programs that are operationalized by the Understanding by Design (UbD) curriculum framework and the co-curricular activities. These are what translate the Brent education into an effective student experience. Thus, all student experience should link back to the Brent mission, philosophy, and goals.



Philosophical Basis

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. 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 role 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 be practiced in all dimensions of school life. Christ is equally present in the classroom, the chapel, the cafeteria, the sports field and the boardroom. Though there is no one privileged place where these virtues are imparted and acquired, they are most clearly articulated in the community's weekly worship and in the monthly celebration of the Holy Eucharist.

The virtues we seek to impart are best learned in the context of a community, and as John Dewey (1929) writes in his *Pedagogical Creed* all schools are essentially communities.



- *“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.”*

Brent Schools, as international communities, are confronted by the challenges of multiculturalism, multilingualism, and students with special and varied needs. As schools that are responsive to dynamic changes in demographics, we are determined to keep abreast of developments in the field of education that enable us to exploit these challenges as invaluable resources that enrich all aspects of our common academic and social life and prepare our students for their future 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)

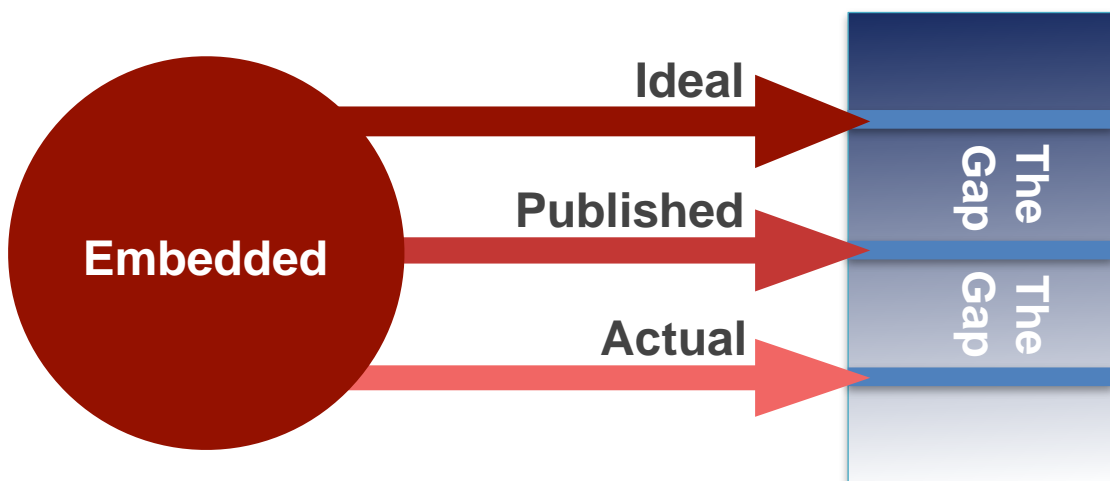
“The curriculum may, therefore, be defined in two ways: (1) it is the entire range of experiences, both undirected and directed, concerned in unfolding the abilities of the individual; (2) it is the series of consciously directed training experiences that the schools use for completing and perfecting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

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

We aim at a rational, sequential approach to curriculum that is simple to grasp and allows us to evaluate our 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 measurable 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 ESLRs. Each of our ten academic departments, however, is even further defined and driven by department content standards. Further, each set of standards is measurable 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 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 these should be the focus of learning.

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:

- Determining content priorities by identifying essential content or “unpacking” the standards and benchmarks;
- Ensuring that, in the given time, essential content can be addressed;
- Organizing essential content such that students have ample time to learn it;
- Ensuring 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 are 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 lifelong, reflective learners.

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.

Brent Assessment Model

Classroom Experience

- Seat work, group work, participation, discussions
- Mostly Formative Assessment

Formal Assessments

- Tests, papers, worksheets, projects, portfolios
- Mostly Summative Assessment

Homework

- exercise, make-up, prep-work,
- Formative and Summative



...how does this
contribute
to my grade?

...what
percentage
is it worth?

Co-curricular Programs

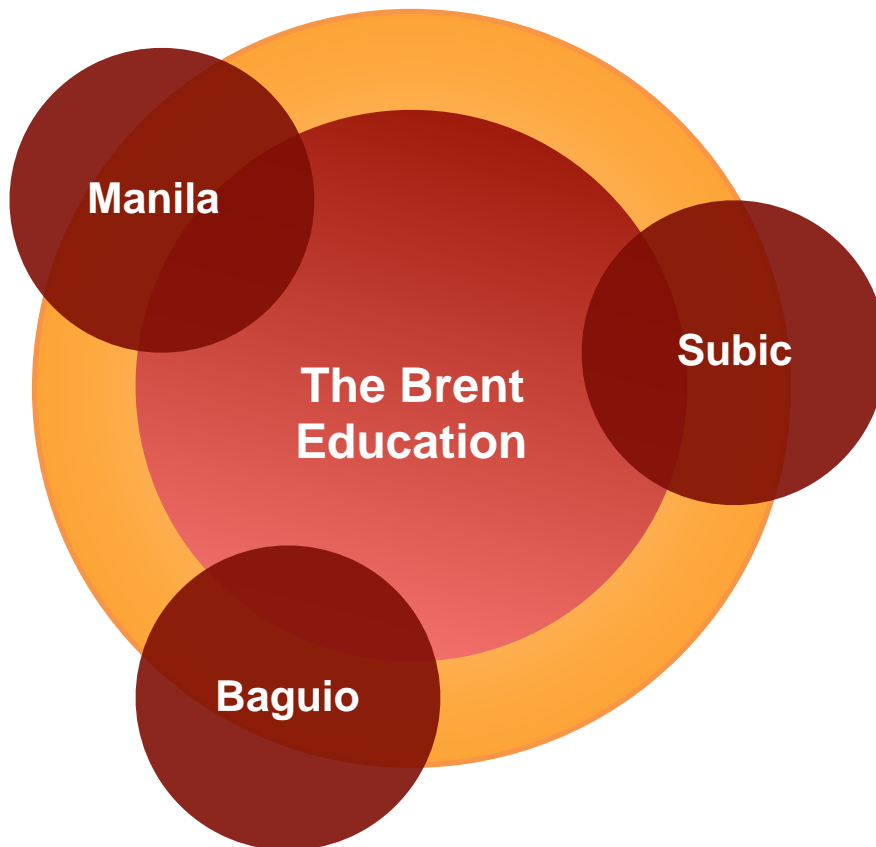
Co-curricular programs such as athletics and cultural activities form an integral part of the presentation of Brent education as a form of community life. The “completing and perfecting the unfoldment” (Bobbitt, 1918) of individual students occur through Brent’s rich and diverse activities program. ESLR 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.



CHAPTER 3

Sustaining the Brent Education

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



“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 two 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 is shared by several schools each with its unique context, constituencies, 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 significant challenge given our differences. As we engage our process of renewal and reform, each decision for change, no matter how small, must consider its impact on all schools.

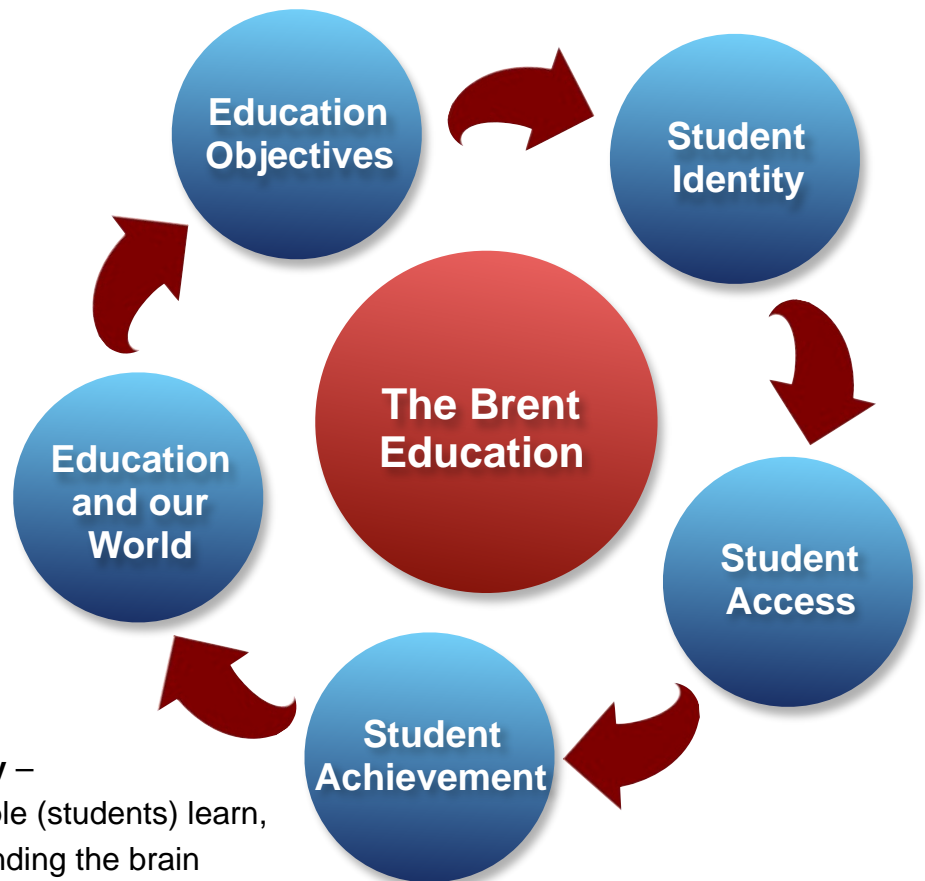
Processes for Renewal and Reform



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

- **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.

Academic Year 1 - Research

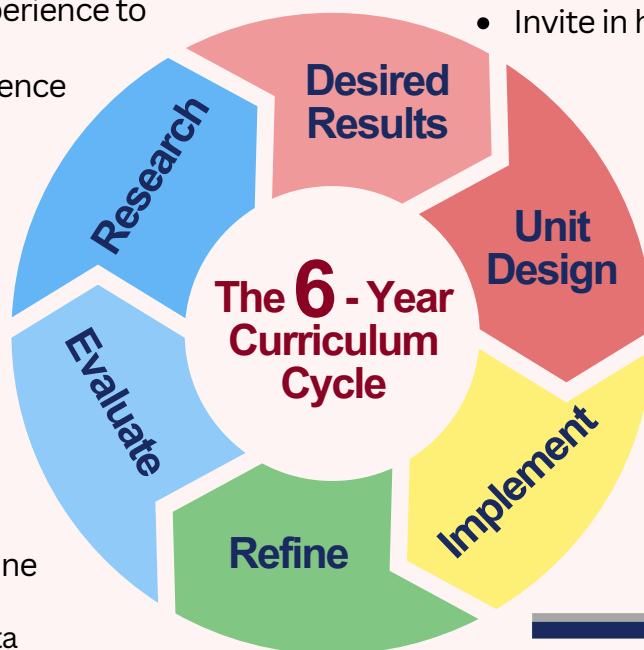
- Research or investigate educational trends in the subject area.
- Identify possible issues or gaps in the current curriculum.
- Review ESLRs in the curriculum.
- Review Standards and Benchmarks.
- What do the ATL's and ATT's look like in our subject?
- Analyze MAP scores.
- Do we foster a curiosity and enjoyment in the subject area?
- Do we promote a conceptual understanding?
- Examine cross-curricular links.
- Reflect on prerequisites for higher education and emerging vocations.
- What do we want our classroom and learning experience to look like?
- Examine congruence between the published and delivered curriculums.
- Address WASC CSLNs, as needed.

Academic Year 2 - Desired Results

- Write/update subject specific educational philosophy.
- Agree on the subject specific language to be used Pre-IB.
- February/March - HODs attend a curriculum meeting at Clark to discuss Standards and Benchmarks, Scope and Sequence, Resources. Management of Atlas-Rubicon, Shared Drives. Unit writing responsibilities.
- Start writing Stage 1 in Curriculum units.
- Order sample resources (USA) by December 1.
- Address WASC CSLNs, as needed.

Academic Year 3 - Unit Design

- Determine acceptable evidence and plan learning experiences.
- Ensure the new curriculum, commencing in Academic Year 4, has horizontal and vertical alignment.
- Invite in house UBD trainer to interact with our units.
 - Evaluate selected curriculum options and make a choice on what has been ordered to help support/supplement the curriculum.
 - Resources ordered by December 1.
 - Finalize Stage 1 in Curriculum Units (Sem. 1).
 - Address WASC CSLNs, as needed.



Academic Year 6 - Evaluate

- Reflection and fine tune stage 2
 - Collect data from teachers, students, admin on program
 - Analyze data
 - Respond
- Address WASC CSLNs, as needed.

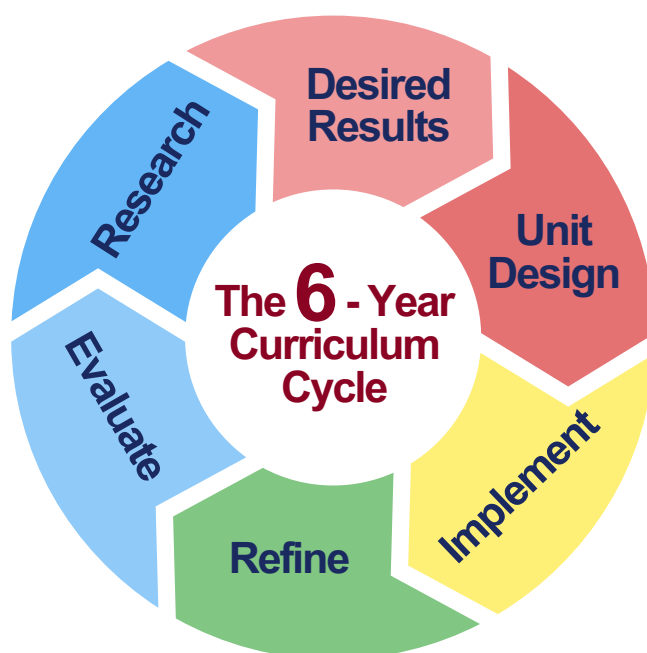
Academic Year 5 - Refine Curriculum

- Review and improve lesson plans, support materials and assessments in Shared Drive
- Address WASC CSLNs, as needed.

Academic Year 4 - Implement New Curriculum

- Write Stages 2 & 3 in Curriculum Units (Sem 2).
 - Set up Shared Drive and link to curriculum maps.
- Documentation of lesson plans, support materials and assessments in Shared Drive.
- Implement new Curriculum and Resources.
- Address WASC CSLNs, as needed.

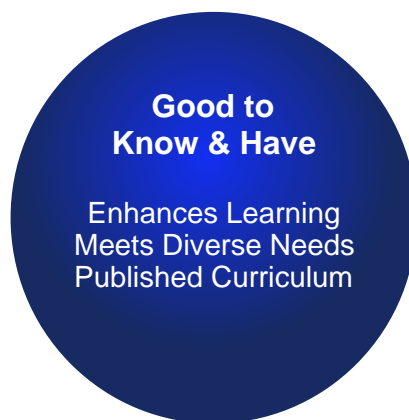
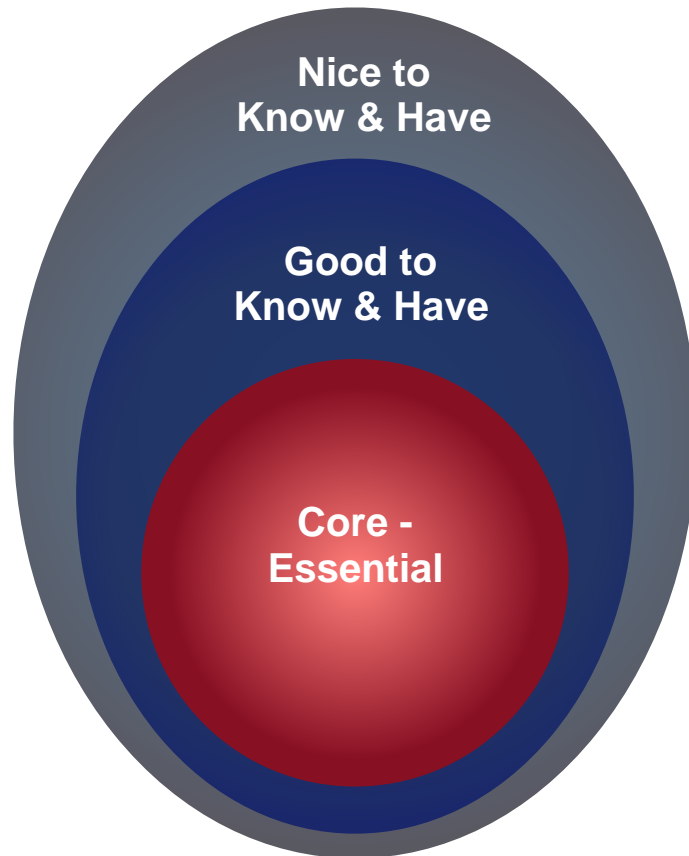
Department Rotations in the Curriculum Cycle



Year	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
1	Mathematics	Science, Health/PE	English, Rel Stud, J. Sem	Fine Arts, ESL	ICT	Social Sci, Mod Lang, SS
2	Social Sci, Mod Lang, SS	Mathematics	Science, Health/PE	English, Rel Stud, J. Sem	Fine Arts, ESL	ICT
3	ICT	Social Sci, Mod Lang, SS	Mathematics	Science, Health/PE	English, Rel Stud, J. Sem	Fine Arts, ESL
4	Fine Arts, ESL	ICT	Social Sci, Mod Lang, SS	Mathematics	Science, Health/PE	English, Rel Stud, J. Sem
5	English, Rel Stud, J. Sem	Fine Arts, ESL	ICT	Social Sci, Mod Lang, SS	Mathematics	Science, Health/PE
6	Science, Health/PE	English, Rel Stud, J. Sem	Fine Arts, ESL	ICT	Social Sci, Mod Lang, SS	Mathematics

Core Content and Materials

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





Conclusions



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

Through this document the professional educators at Brent can connect with the source of the school's educational practice and policy, current and prospective community members can gain insight into our unique approach to schooling, and the greater community can witness Brent Schools setting the standard for excellence in international education.

A Brent education is a unique experience and one that, thanks to our rootedness in the Gospel, our ever-evolving curriculum, our global orientation, and our openness, prepares students for the future.

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