



# Virtual Educational Visioning Educational Visioning Workshop Notes

The following pages offer a summary of notes taken, and information gathered during the Foster Elementary School Educational Visioning Workshops that took place during the months of September and October 2021. If you have questions about the workshops, or would like to add comments or ideas to this evolving narrative, please contact Foster Elementary School Interim Principal, Jennifer Arnold at [jarnold@hinghamschools.org](mailto:jarnold@hinghamschools.org)

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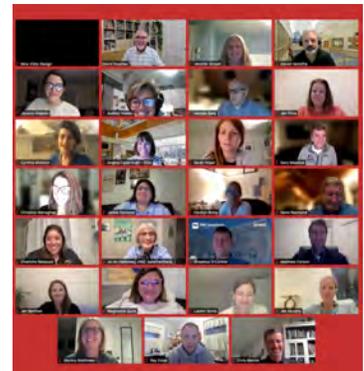
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# Educational Visioning Executive Summary

During the months of September and October 2021, the Foster Elementary School Educational Working Group (EWG) – a group of approximately 22 participants that included Hingham Public Schools administrators and Foster Elementary School leadership, teachers, parents, and community partners, participated in three virtual Educational Visioning Workshops run by New Vista Design and Raymond Design Associates. Additionally, one full Faculty Workshop, one optional Faculty Workshop were held during the month of October 2021. Each workshop was a collaborative session designed to inform the Foster Elementary School MSBA Feasibility Study and pre-design process. Participants were led through a step-by-step visioning process aimed at capturing their high-level thinking about Foster Elementary School’s current and future educational goals and priorities, and connecting them to best practices and possibilities in innovative school facility design. The following two-page executive summary offers key workshop findings. A more in-depth recording of participant feedback can be found in the notes that follow.

## Workshop Schedule:

- **September 13, 2021** Leadership Team Kick-Off Meeting
- **September 27, 2021** EVG (Educational Visioning Group) Workshop One
- **September 29, 2021** EVG Workshop Two
- **October 5, 2021** Full Faculty Workshop One
- **October 7, 2021** EVG Workshop Three
- **October 13, 2021** Optional Faculty Workshop Two



## Priorities and Considerations

The following list of educational, architectural, and community priorities and considerations for the design of the renovated and/or new Foster Elementary School were shared during the Educational Visioning Group and Faculty Workshops.

### Educational Priorities

- Differentiated Instruction
- Social Emotional Learning
- Phenomenon-and Project-Based Learning
- Collaboration and Teamwork
- Community Connections
- Foster Becomes a Laboratory School
- Equity

### Architectural Priorities

- Innovation and Inspiration
- Flexibility
- Classroom Neighborhoods
- Agile Classrooms

- Sustainability
- Natural Light
- Spaces that Support Community Building
- Safety and Security
- Media Center Library
- Art, Music, and Performance Spaces
- Breakout Spaces
- Storage
- After School Spaces
- Good Technology Infrastructure
- Good Sound Treatments
- Gender Neutral Bathrooms
- Indoor and Outdoor Connections
- Safe Community Access

- Apprenticeships Space
- Thermal Comfort
- Safe Pick-Up and Drop Off
- Display and Exhibition

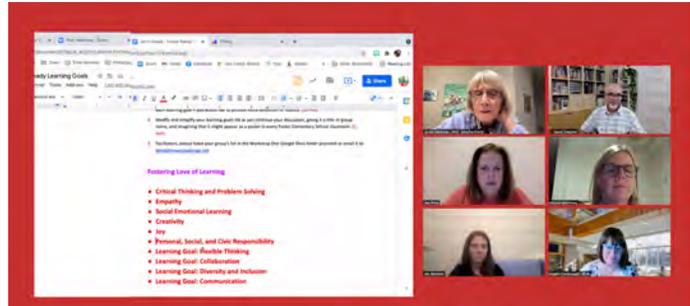
### Community Priorities

- Community Use and Access
- Appropriate Look and Feel
- Practicality and Efficiency
- Fitness and Wellness Space
- Community Garden
- Community Partnerships
- Parking
- Sustainability
- Outdoor Spaces

## Future Ready Learning Goals 1.0

The following set of priority “Future Ready Learning Goals 1.0” for Foster Elementary School students was developed by the Educational Visioning Group during Visioning Workshop One.

1. Engage in Inventive Thinking
2. Learn to Love Learning
3. Develop Emotional Intelligence
4. Learn Effective Communication
5. Collaborate with Peers
6. Practice a Growth Mindset



## Desired 21<sup>st</sup> Century Design Patterns

The following set of priority “21<sup>st</sup> Century Design Patterns” for the design of the renovated and/or new Foster Elementary School was developed during the Educational Working Group (EWG) Visioning Workshop Two.

1. Classroom Neighborhoods
2. Clusters of Learning
3. Outdoor Connections and Learning
4. Engaged Outdoor Play
5. Agile Classrooms
6. Flexible Furniture
7. Classroom Zones
8. Breakout Pull over Space
9. Nooks, Caves and Quiet Spaces
10. Display and Exhibition
11. Media Center Learning Common
12. After School Spaces
13. Community Access
14. Sustainability
15. Building as Teacher
16. Effective Storage
17. Welcoming Arrival
18. Security and Welcome
19. Push in Special Education
20. Extended Learning Spaces

## Guiding Principles

The following set of “Guiding Design Principles 1.0” for design of the renovated and/or new Foster Elementary School facility was developed by the Educational Working Group during Workshop Three. Guiding Design Principles offer a framework of educational and architectural priorities.

1. Brain Based Learning
2. Learning Communities
3. Innovation and Flexibility
4. Sustainability
5. Outdoor Learning and Connections
6. Community Access



# Educational Visioning Agenda Overview

**A Leadership Team Kick-Off Meeting took place on September 13, 2021 and explored the following topics:**

- **Priority Goals** for the renovated and/or new facility
- **Educational Visioning Priorities and Logistics** for the Foster Elementary School Feasibility Study

**EVG WS One took place on Monday, September 27, 2021 from 6:30 – 8:30 PM and explored the following topics:**

- **Priority Goals** for the renovated and/or new facility
- **21<sup>st</sup> century teaching and learning practices** that are now in practice or envisioned for the district and school
- **Future Ready Learning Goals** that distill the group's best thinking with regard to Hingham Public School's current and future educational programming and priorities

**EVG WS Two took place on Wednesday, September 29, 2021 from 6:30 – 8:30 PM and explored the following topics:**

- **Strengths, Challenges, Opportunities, and Goals (SCOG Analysis)** associated with Foster Elementary and Hingham elementary schools' current academic programming as well as the district's vision for its future
- **21<sup>st</sup> Century Design Patterns** that support forward-thinking learning goals and programming

**EVG WS Three took place on Thursday, October 7, 2021 from 6:30 – 8:30 PM and explored the following topics:**

- **Guiding Principles** and priorities for the design of the renovated and/or new facility
- **Blue Sky Ideas** that participants would like to see in new school program and facility
- **Bubble Diagramming** of conceptual design ideas for the renovated and/or new facility

**Faculty WS One took place on Tuesday, October 5, 2021 from 2:45 – 3:45 PM and explored the following topics:**

- **Priority Goals** for the renovated and/or new facility
- **21<sup>st</sup> century teaching and learning practices** that are now in practice or envisioned for the district and school
- **Future Ready Learning Goals** that distill the group's best thinking with regard to Hingham Public School's current and future educational programming and priorities

**Faculty WS Two took place on Wednesday, October 13, 2021 from 2:45 – 4:15 PM and explored the following topics:**

- **21<sup>st</sup> Century Design Patterns** that support forward-thinking learning goals and programming
- **Landscape Design Goals** for the Foster Elementary School program and site
- **Blue Sky Ideas** for the Foster Elementary School facility



# Virtual Educational Visioning Kick Off Meeting Notes 9.13.21



A group of Hingham Public Schools and Foster Elementary School administrators participated in a two-hour Educational Visioning Kick-Off Meeting on September 13, 2021. The purpose of the meeting was to present an overview of the educational visioning process, discuss overarching priorities for the Foster Elementary School design, and establish a framework and schedule for visioning workshops. The following notes highlight information gathered during the meeting. An agenda for the meeting can be found at the end of this document.

## Participants

- |                       |                                     |  |
|-----------------------|-------------------------------------|--|
| 1. Gary Maestas       | Interim HPS Superintendent          | <a href="mailto:gmaestas@hinghamschools.org">gmaestas@hinghamschools.org</a>     |
| 2. Jamie LaBillois    | HPS Assistant Superintendent        | <a href="mailto:jlabillois@hinghamschools.org">jlabillois@hinghamschools.org</a> |
| 3. Jennifer Arnold    | Interim Foster Elementary Principal | <a href="mailto:jarnold@hinghamschools.org">jarnold@hinghamschools.org</a>       |
| 4. John Ferris        | Director of Business and Support    | <a href="mailto:jferris@hinghamschools.org">jferris@hinghamschools.org</a>       |
| .....                 |                                     |  |
| 5. Gene Raymond       | Architect / Raymond Design Assoc.   |  |
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| 11. Sheamus O'Connor  | PMA Consultants/Project Management  | <a href="mailto:soconnor@pmaconsultants.com">soconnor@pmaconsultants.com</a>     |
| 12. David Stephen     | Educational Programmer/New Vista    | <a href="mailto:david@newvistadesign.net">david@newvistadesign.net</a>           |

## Project Priorities

The following Educational, Architectural and Community Priorities for the renovated and/or new Foster Elementary School facility combine the responses of individual workshop participants during the introductory Greatest Hope activity and the Priority Setting activity that immediately followed it. Responses have been grouped by like-themes. This list will continue to develop throughout the upcoming Educational Visioning workshops.

### Educational Priorities

#### Differentiated Instruction

- Small group spaces for interventionists
- Literacy, Ready and Work specialists
- Large enough spaces for OT and PT

#### Social Emotional Learning

- The school meets the educational and social-emotional needs of our students
- Support and foster connections and belonging



# Virtual Educational Visioning Kick Off Meeting Notes 9.13.21

## Educational Priorities Continued

### Phenomenon-Based Learning

- Focus on real world phenomena
- Problem and project-based
- Community focused
- Open spaces for student to present their learning

### Equity

- Between school buildings and programs
- Buildings should be implemented with fidelity across schools

### Space for Music

- We have a strong program and struggle for space
- Need three spaces for general music, instrumental and chorus

### Foster Becomes a Laboratory School

- Foster becomes a "laboratory" school of effective instructional and methodological approaches
- Spaces that are flexible and open
- Opportunities for students to present their learning to the school and the public
- Looking forward thoughtfully
- Meeting the needs of all of our students' different learning styles.
- Flexibility, intrigue, thoughtful and in sync with the community and students, well-coordinated
- Supports current programming (e.g., computer science immersion classes)
- Consider the need for possible longer-term social distancing

## Architectural Priorities

### Innovation

- Inspire students and staff with wonderful spaces that bring to life our envisioned educational plan
- Classrooms and school spaces that are bright and adaptable to address the needs of teachers and students
- Construct a 21st century learning institution for the current and future students (and parents), that will also be a community focal point for the Hingham residents
- A building on the leading edge, not the bleeding edge
- Design a really cool space
- A "show-piece"

### Flexibility

- Take into consideration the future needs of children
- Flexible learning environments
- Spaces that are truly adaptable and will accommodate future student needs

### Outdoor Spaces

- Thoughtful outdoor spaces
- Campus vs. building

### Good Sound Treatments

- Be thoughtful about sound mitigation, the present Foster Elementary has an open plan that is problematic
- Built in classroom speaker systems

### Robust Technology

- Spaces for Computer Science immersion classrooms
- Computer Labs
- Makerspaces that can motivate students

### Sustainability

- Highly efficient and healthy building
- Light, ventilation, durability and acoustics



# Virtual Educational Visioning Kick Off Meeting Notes 9.13.21

## Community Priorities

### Community Access

- Foster as a community resource
- Bring the community into the school
- After hour community access
- Space for the community to meet
- The school would not close down at 4 and not open again until 8 the next morning! Let's share our resources

### Practicality and Efficiency

- An efficient process and building
- On budget, on time
- A school that is not seen by taxpayers as exorbitant in design and space, which optimizes the MSBA Grant program, that is cost efficient to operate and durable for longevity

### Appropriate Look and Feel

- Build the school that the community wants
- The look and feel of an elementary school that is centered on modern education
- Aesthetics, character, interest, flexibility, resilience
- A school we know is an elementary school, but not so aggressive or modern looking that it looks like a space ship
- Supportive of the students first (and by default staff) and then the community. School building and grounds.

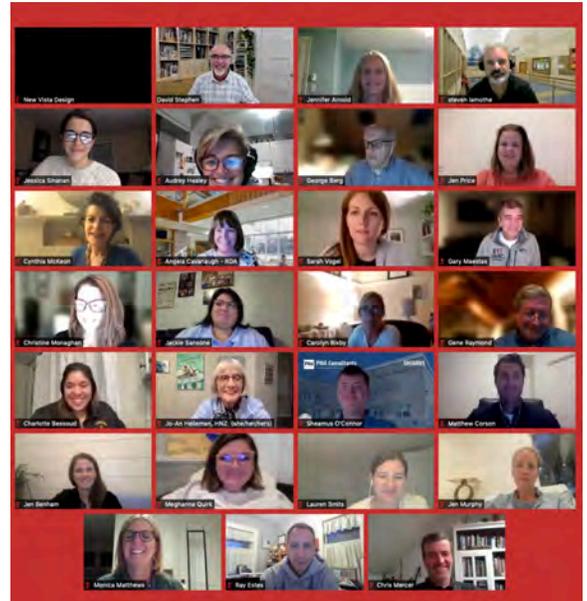
## Workshop Logistics

During the Kick-Off Meeting it was decided that, because faculty and administration are just starting the school year and have many competing demands on their time and attention, and because the project timeline for completing visioning and creating the Educational Plan is short, that workshops should be minimized and streamlined. The following suggested workshop parameters were agreed upon:

1. Workshops will be held virtually to make attendance easier
2. Faculty participants would be invited from Foster Elementary School only (and not teachers from the other three elementary schools)
3. Additional participants will include district leadership, Foster parents and community partners
4. The ultimate size of the Educational Visioning Group will be 20-35 participants
5. Workshop will be held from 6:30-8:30 in the evening to allow participants to log on from home
6. Workshops will be limited to three 2-hour session, dates to be decided
7. An additional Leadership Team Workshop may be scheduled to cover selected workshop content
8. A survey may be sent out to the community

## Priorities and Considerations 1.0

The following list of priorities and considerations for the design of the renovated and/or new Foster Elementary School combines the responses of school leadership, during a Kick-Off Meeting that took place on September 13, 2021, with participant responses from the Educational Visioning Group (EVG) Workshop One that took place on September 27, 2021. The EVG is a group of approximately 22 participants that includes Hingham Public Schools administrators and Foster Elementary School leadership, teachers, parents, and community partners. A listing of EVG group members can be found at the end of this document. Priorities have been grouped thematically.



## Educational Priorities

### Differentiated Instruction

- Equal opportunities for kids to access curriculum via varying modalities
- A classroom environment where children have the space they need to access the curriculum
- Meet varied learning styles
- Small group spaces for interventionists
- Literacy, Ready and Work specialists
- Large enough spaces for OT and PT

### Social Emotional Learning

- Along with academics, the school meets the educational and social-emotional needs of our students
- Room for children to get sensory input/access different learning styles as needed
- Students need to have ways to connect with at least one adult per day
- Support and foster connections and belonging
- Social environment

### Phenomenon-Based Learning

- Focus on real world phenomena
- Problem and project-based
- Community focused
- Open spaces for student to present their learning
- Opportunities for problem-solving, hands-on learning, STEM Challenges
- Hands on Learning
- Student-driven learning where students engage in learning opportunities that interest and motivate them
- Critical thinking and problem solving such as real-world connections.
- Students should be able to choose their own ways of problem solving as they grow in their abilities/get their own supplies - (large pull-out base drawers rather than deep cabinets)
- Space for hands-on projects and the materials that go with that
- Learning about how to take care of the environment



# Virtual Educational Visioning Workshop One Notes 9.27.21

## Educational Priorities *Continued*

### Collaboration and Teamwork

- Opportunities for students to work collaboratively and practice effective, respectful, communication skills
- Programming that supports teacher/grade level collaboration
- Teachers and students being able to work collaboratively
- Space for gathering between grade levels
- 5th Graders working with Kindergartners
- A setting that allows for collaboration, talking, moving around

### Community Connections

- Gatherings and celebrations for the entire school community
- Connect students to the wider community

### Foster Becomes a Laboratory School

- Foster becomes a "laboratory" school of effective instructional and methodological approaches
- Spaces that are flexible and open
- Opportunities for students to present their learning to the school and the public
- Looking forward thoughtfully
- Meeting the needs of all of our students' different learning styles.
- Flexibility, intrigue, thoughtful and in sync with the community and students, well-coordinated
- Supports current programming (e.g., computer science immersion classes)
- Consider the need for possible longer-term social distancing

### Equity

- Between school buildings and programs
- Buildings should be implemented with fidelity across schools

## Architectural Priorities

### Innovation and Inspiration

- Inspire students and staff with wonderful spaces that bring to life our envisioned educational plan
- Classrooms and school spaces that are bright and adaptable to address the needs of teachers and students
- Construct a 21st century learning institution for the current and future students (and parents), that will also be a community focal point for the Hingham residents
- A building on the leading edge, not the bleeding edge
- Design a really cool space
- A "show-piece"
- East school is sort of "taupe" inside - cheerier than that.

### Flexibility

- Take into consideration the future needs of children
- Flexibility and transformability
- Spaces that are truly adaptable and will accommodate future student needs

### Classroom Neighborhoods

- Classrooms in clusters that create their own micro-communities
- Classrooms within grade levels close to one another with easy access to one another and other spaces like break spaces
- Rooms that are connected or in pods by at least grade level
- Rooms with easy access to each other
- Break spaces

## Architectural Priorities *Continued*

### Agile Classrooms

- Designing classrooms with age/ grade/ student in mind
- Spaces for sub-separate programs for students who struggle within their classroom
- Spaces that allow for quiet learning and are not disrupted by students who are collaborating and talking
- A respectful space for children to keep their personal belongings...enough space for each student!
- Classroom sizes that grow with the students. 1st graders, for example, do not take up as much space as 4th graders
- Flexible seating for students

### Sustainability

- Energy neutral (including charging stations)
- The school should be an exemplar of how Hingham buildings can be energy and nature-conscious
- This is an issue that is very important to the Hingham community and could affect the level of support that the project receives
- Designed to allow for all energy needs to be provided without the use of fossil fuels
- Highly efficient and healthy building
- Light, ventilation, durability, and acoustics
- Windows for fresh air and natural light
- Windows THAT OPEN for all!
- Windows in all spaces!

### Spaces that Support Community Building

- A place where students can present their learning with a public audience - peers, parents, and community
- A community space where we can all gather for our celebrations

### Safety and Security

- School safety design
- Coded/double door entry for safety

### Library

- Library in a central location
- Bookshelves that facilitate student book browsing...let's make books accessible to our littles!

### Art, Music, and Performance Spaces

- We have a strong program and struggle for space
- Need three spaces for general music, instrumental and chorus
- We need a space that supports our theatrical and musical arts...a stage accessible to all students and perhaps the community for events
- Space for creativity, stage for plays, chorus, art shows, project displays
- Focus on the Arts -- visual, dramatic, and musical

### Storage

- Plenty of storage for materials
- Storage and closets for every teacher
- Lots of storage space.

### After School Spaces

- Permanent space for Before & After School Program
- After School space separate from classroom space

### Good Technology Infrastructure

- Technology that supports all learners in all learning spaces
- Audio enhanced systems to enable students with auditory challenges.
- Thoughtful placement of technology (smartboard) / devices
- Technology that is future proof that will have the ability to handle 2.5x of what is needed now
- Cabling and wiring so it lasts for decades
- Spaces for Computer Science immersion classrooms
- Computer Labs
- Makerspaces that can motivate students



# Virtual Educational Visioning Workshop One Notes 9.27.21

## Architectural Priorities *Continued*

### Good Sound Treatments

- Be thoughtful about sound mitigation, the present Foster Elementary has an open plan that is problematic
- Built in classroom speaker systems

### Bathrooms

- Well located and enough bathrooms
- Appropriate number of staff bathrooms available
- Gender neutral bathrooms

### Indoor and Outdoor Connections

- Thoughtful outdoor spaces
- Campus vs. building
- I would love to see classrooms open into a green space, with more of a community feel connected by a green space and/or gardens!
- Accessible and inclusive playground equipment for all ages and abilities

### Safe Community Access

- Designing the space to allow the community in (in a functional manner)

### Apprenticeships Space

- A Culinary classroom for our young learners...Kitchen Science!

### Thermal Comfort

- A functioning heating/cooling system

### Safe Pick-Up and Drop-Off

- Design of grounds for safe drop-off and pick-up. Re-landscape to ensure a safe walking environment for students and traffic flow
- Covered drop-off area

## Community Priorities

### Community Access

- Foster as a community resource
- Bring the community into the school
- The school as the center of the community
- The school should belong to all members of the community
- Space for community/schoolwide events that families can access
- Spaces that allow for us to embrace our programs like Big/Little Buddies and after school programs like Kindness Club
- A space we can all gather, not dependent on weather
- After hour community access
- Space for the community to meet
- The school would not close down at 4 and not open again until 8 the next morning! Lots of resources to share.

- Create an outdoor amphitheater to be used by community for plays and assemblies
- Create a theater to be accessible to community

### Appropriate Look and Feel

- Build the school that the community wants
- The look and feel of an elementary school that is centered on modern education
- Modern architecture that blends in with the natural surroundings
- Aesthetics, character, interest, flexibility, resilience
- A school we know is an elementary school, but not so modern looking that it looks like a space ship
- Supportive of the students first (and by default staff) and then the community, school building, and grounds
- Curved exterior/with two almost arms, embracing the environment - large windows



# Virtual Educational Visioning Workshop One Notes 9.27.21

## Community Priorities *Continued*

### Practicality and Efficiency

- An efficient process and building
- On budget, on time
- A school that is not seen by taxpayers as exorbitant in design and space, which optimizes the MSBA Grant program, that is cost efficient to operate and durable for longevity

### Fitness and Wellness Space

- Space where community members can hold wellness activities and events
- Outdoor gymnasium
- Multi-use fields
- A large gym for weekend and evening use
- Gym is often displaced. It should have its own space
- How about a pool?
- How about a skating rink?
- Running track
- Safe and fun playground that the community can use after hour

### Community Garden

- Visually appealing grounds overall- "curb appeal"
- Gardens -- perhaps even on rooftops
- Community garden greenhouse

### Day Care

- A daycare center for our teachers' small children!

### Community Use and Partnerships

- Spaces that allow for us to embrace our programs like Big/Little Buddies and after school programs like Kindness Club

### Parking

- Parking and traffic flow in front of the building.
- Parking is always a problem at Foster, but we also love our large fields

### Future Ready Learning Goals 1.0

The following sets of “Future Ready Learning Goals 1.0” for Foster Elementary School students were developed by the Educational Visioning Group (EVG) during the Visioning Workshop One that took place on September 27, 2021. The first list was created by combining the responses of individual participants when asked to share their top 6 learning goals for Foster students.

- **Growth Mindset**
  - Learning to learn—academics and life skills
  - Developing a Love of Learning
  - Excitement and enthusiasm for learning and exploring
  - Self-motivated learners
  - Promote Independence
  - Risk taking and Grit
- **Empathy and Humility**
  - Social emotional learning
  - Service and compassion
  - Personal, social, and civic responsibility
  - Empathy and caring
- **Communication and Teamwork**
  - Collaboration
  - Leadership
- **Diversity and Inclusion**
  - Culturally aware and empathetic students
  - Valuing Differences
  - Global appreciation
  - Community
- **Curiosity and Creativity**
  - Innovation
  - Creative and Inventive Thinking
  - Wondering and learning about the world around them
  - I wonder, then solve
  - Wonder and Explore
  - JOY
- **Critical Thinking**
  - Problem solving

The second list was created by combining the responses of participants who then engaged in breakout group conversations of 5-6 participants and worked to create their own listings of Future Ready Learning Goals.

- **Engage in Inventive Thinking**
  - Curiosity
  - Creativity
  - Imagination
- **Learn Effective Communication**
  - Perspective
  - Reflection
  - Flexible Thinking
- **Learn to Love Learning**
  - Joy and Play
  - Self-Direction
  - Life and Social Skills
- **Collaborate with Peers**
  - Connections with Teachers, Parents, and Community
  - Complex Problem Solving
  - Team Building
- **Develop Emotional Intelligence**
  - Empathy
  - Generosity
  - Respectful mindset
- **Practice a Growth Mindset**
  - Risk Taking
  - Perseverance
  - Diversity and Inclusion



# Virtual Educational Visioning Workshop One Notes 9.27.21

## What Future Ready Teaching and Learning Looks Like... or Could Look Like at Foster Elementary School

The following descriptions of Foster Elementary School teaching and learning practices and priorities were brainstormed by the Educational Working Group during Workshop One.

### Health and Wellness

- We need more space for social emotional learning- a bigger, calm space for our adjustment counselor for example
- Yoga and brain break in the classroom
- Having classrooms space that support Morning Meetings
- Filtered water easily accessible throughout the building!
- Space for kids to take breaks that is NOT in the classroom for those kiddos who need that
- I would love to see some more space for children to really take a break in a calm and quiet area of the classroom with breathing and stretching space

### Dedicated Teacher Workspaces

- I think we need to have dedicated workspaces for all our staff. There are several traveling staff members who go from school to school and often get shifted around and no real space to call their own
- We really need a space where teachers can meet in PLC's
- I would love to see a space for teachers to rejuvenate...a relaxing, calm, and quiet space in their busy day!
- Traveling teachers, such as band, chorus, science, have big challenges with space
- I would love to see a room designated for comfortable collaboration with fellow colleagues!
- We need to offer time and space for educators to collaborate and calibrate!

### Hands-On and Problem-Based Learning

- A space that sparks curiosity
- I love the idea of student artwork everywhere and a way to display all grade level projects for the whole community to enjoy
- Providing high interest learning resources and multiple seating options to promote student engagement
- Students work in small groups and are often moving around the classroom and working on different tasks within the same space. There needs to be room for this so student can spread out and not disrupt others
- I like the idea of creating larger classrooms that allow ample space for student centered learning. Currently, our space is small, and our small groups are tightly fitted together
- Give students a community problem to solve, or ask students to define a problem and offer a solution
- The performance assessment is their presentation or exhibition
- Need spaces to facilitate STEM projects, drama, we basically only have our classroom spaces to use, so these things are only happening through the efforts of teachers within their own rooms. It would be nice to be able to incorporate these more collaboratively
- Places for students to conduct hands-on exploration



# Virtual Educational Visioning Workshop One Notes 9.27.21

## What Future Ready Teaching and Learning Looks Like, or Could Look Like at Foster Elementary School *Continued*

- I would love, love, love to see more project-based learning with our younger students. Currently, I find that our curriculum is not as integrated as I think it should or could be to benefit our young learners
- Right now, for any outside school programming we have to use our own classrooms. Creating common spaces where these kinds of activities could be held would be great!
- Kids in Action own storage area. Arts are often integrated with grade level themes, especially with the lower elementary grades
- Learning to learn
- The Kindergartners tap our Maple Sugar Trees each year. It is the BEST project we do all year...extremely project based and connects us to our environment and the importance of conservation!
- My 5th grades love this (I adapt this) and students should have more opportunities to engage with this type of project: <https://dschool.stanford.edu/resources/the-5-chair-challenge>
- Flexible thinking is SO important! "I WONDER what I'll Do with that?"
- Regarding differentiation, the visual arts tend to use Macs versus PC's. This should continue, as there is a much more natural way to interact with iPads, which the children should continue to have access to
- I would love a green screen wall painted somewhere in the school
- Child-friendly technology access (Devices that don't have chargers getting tangled in carts)
- I've been teaching with a TAB (Teaching for Artistic Behavior) pedagogy. The children love coming up with their own plans, and I end up being a resource for their learning. This requires different stations being available.
- After school program spaces should be separate from classroom spaces

### School Culture and Community

- This is where the 5th 'C' comes to mind -- all these initiatives lead to kids learning to be good Citizens. Again, a welcoming, open building, that has natural connections to the outside world seems right
- A building that welcomes everyone. Performance spaces, maker spaces, etc. equally available for students and for other community members
- We make the best use of our space, hallways, sharing one large space (presentation room with the whole school, our planning and instruction becomes dependent on when spaces are available)
- A school where everyone is proud to be working on what they need without feeling stigmatized by going to a "pull-out" group
- Flexibility will be key for all of future ready learning

## Desired 21<sup>st</sup> Century Design Patterns 1.0

The following set of priority “21<sup>st</sup> Century Design Patterns” for the design of the renovated and/or new Foster Elementary School was developed by the Educational Visioning Group (EVG) during Workshop Two. The EVG is a group of approximately 22 participants that includes Hingham Public Schools administrators and Foster Elementary School leadership, teachers, parents, and community partners. Workshop participants were introduced to 36 “Design Patterns” that represent varied architectural design features of, and approaches to 21<sup>st</sup> century school facility design. Individual participants first rated each Design Pattern with a heart, thumbs up or thumbs down and were then given the opportunity to rate Design Patterns collectively in order of importance. The resulting list of Design Patterns has been placed in priority order based on the cumulative total of hearts, thumbs up and priority ratings that each received.

- |                                      |            |
|--------------------------------------|------------|
| 1. Good Storage                      | (25 votes) |
| 2. Classroom Neighborhoods           | 24         |
| 3. Breakout and Pullover Spaces      | 24         |
| 4. Professional Work Areas           | 24         |
| 5. Media Center Learning Commons     | 24         |
| 6. Gathering and Presentation Spaces | 24         |
| 7. STEM/STEAM & Makerspaces          | 23         |
| 8. Enrichment Spaces                 | 23         |
| 9. Display and Exhibition            | 22         |
| 10. Clusters of Learning             | 21         |
| 11. After School Spaces              | 21         |
| 12. Community Access                 | 20         |
| 13. Access to Gardens and Nature     | 20         |
| 14. Engaged Outdoor Play             | 20         |
| 15. Building as Teacher              | 20         |
| 16. Anywhere, Anytime Learning       | 20         |
| 17. Distributed Resources            | 20         |
| 18. Classroom Zones                  | 19         |
| 19. Nooks, Caves and Quiet Spaces    | 19         |



## Desired 21<sup>st</sup> Century Design Patterns 1.0 *Continued*

20. Child Scaled Spaces	19
21. Distributed Dining	17
22. Branding and Identity	16
23. Innovation Hub	16
24. Wayfinding and Streetscapes	15
25. Visible Learning and Transparency	15
26. Hallway Learning	15
27. Greeting and Gatekeeping	14
28. Welcoming Arrival	13
29. Garage Doors/Connectivity	14
30. History and Storytelling	12



### Givens

The following set of priority “21<sup>st</sup> Century Design Patterns” for the design of the renovated and/or new Foster Elementary School have been placed in a separate category of “Givens,” in that any renovated and/or new school building that goes through the MSBA Feasibility Study process will be sure to address them.

- Agile Classrooms 23
- Push-In Special Education 23
- Outdoor Learning and Connections 21
- Flexible Furniture 21
- Sustainability 20
- Security and Welcome 13



## Design Patterns 2.0

The following set of priority “21<sup>st</sup> Century Design Patterns 2.0” for the design of the renovated and/or new Foster Elementary School was developed by the Educational Visioning Group (EVG) during Workshop Two. Working in small groups, workshop participants were given the opportunity to interact further with the Design Patterns that they had been introduced to previously. Four teams of 4-6 participants each worked to create their own set of 8-10 priority Design Patterns which were later grouped by like themes and are listed below in order of the number of “votes” they received, with each pattern given 5 votes for every time that it appeared on a team’s list.

### Classroom Neighborhoods (25 votes)

- Clusters of Learning
- Exhibit space
- Will support our strong community of educators

### Outdoor Connections and Learning (25 votes)

- Outdoor gardens/Holly Hill Farms
- Outdoor classroom
- Outdoor play (we currently have a great playground)
- Flexible space, connections and learning

### Agile Classrooms (25 votes)

- Flexible modular furniture
- Nooks spaces
- Support differentiated instruction
- Wheels on furniture!
- Classrooms zones: areas separated math center, morning meeting, allows for more hands-on activities; gas station

### Breakout Pull over Space (20 votes)

- Students being able to work in small groups, transparent room with supportive technology
- Nooks, caves, and quiet spaces

### Display and Exhibition (20 votes)

- Presentation space, arts, public speaking

### Media Center Learning Common (15 votes)

### Enrichment Spaces (15 votes)

- After school space



## Design Patterns 2.0 *Continued*

### Community Access (15 votes)

- Public spaces
- Access to indoor and outdoor spaces
- Restroom access from the outdoors

### Sustainability (15 votes)

- Carbon Free building
- Building as Teacher

### Effective Storage (15 votes)

- Cubbies
- Good Storage/Cubbies

### Security and Welcome (15 votes)

- Welcoming Arrival
- Greeting and Gatekeeping

### Makerspaces (10 votes)

- Hands-On Learning
- Culinary Classroom

### Push in Special Education (10 votes)

- Special Ed teachers being part of the team

### Extended Learning Spaces (10 votes)

- Gathering hubs and presentation spaces



## SCOG Analysis

The following list of Strengths, Challenges, Opportunities & Goals with regard to Foster Elementary School's programming and facilities was brainstormed by members of the Educational Visioning Group (EVG) during Workshop Two. The EVG is a group of approximately 22 participants that includes Hingham Public Schools administrators and Foster Elementary School leadership, teachers, parents, and community partners.



### STRENGTHS

#### Strong Community of Educators

- Strong sense of community
- Committed teachers!
- Strong focus on student needs – ALL!
- Teachers really do care about and support each other
- Teachers committed to family welfare
- We really are a family—the staff all work well together and support each other
- Teachers/staff are deeply invested in Foster... the number of times Foster "community" has been mentioned is impressive
- Collaboration of staff
- Strong community of educators - a family

#### Curriculum

- Children are at the center of what we do
- Great curriculum enrichment opportunities
- Robust learning



#### Family Engagement

- Wonderfully supportive and connected parents
- Parents are engaged as true partners in their child's education
- Families are very involved, and parents are in the building volunteering often (when it's not a pandemic!)
- Strong Parent Teacher Organization partnership with families!

#### Grade Level Pods

- The set-up of the classrooms allows teachers to connect often
- Grade level classrooms are in clusters for easy collaboration
- The rooms are connected into grade level pods

#### Varied Spaces

- Large classrooms and open spaces
- Space that lends itself towards building community: lunchroom where many can meet
- As a building, a strength is that many classrooms have a side small group room

## SCOG Analysis *Continued*



### CHALLENGES

#### Curriculum and Programming

- New programs are introduced and then abandoned, not supported

#### Worn Out Building

- Building gives a "worn out" kind of vibe (at least from the outside)
- Feels dingy and dirty
- Most of the adult bathrooms are super dirty...seem super unhealthy.
- Paint peeling!

#### Sick Building

- No windows, heating, cooling, air quality,
- Unhealthy air quality
- Air quality is killing me...super unhealthy!
- Heating system fails regularly, and with no air conditioning it becomes oppressive in the fall/spring
- Teaching in a 54-degree room at times
- Water damage and leaking roof/ceilings
- Ceiling tiles crumbling and falling
- Mold issues
- Musty smell

#### Lack of Natural Light

- No windows in some classroom - has become a big issue during COVID
- Interior classrooms
- No windows in many rooms



#### Limited and Inequitable Space

- Limited space -we must have lunch in two different spaces now
- Not enough space
- No large enough spaces for the whole school to come together
- Classrooms are different sizes and shapes
- All grade levels do not have side rooms/ breakout rooms
- Not enough space for entire school to gather inside
- No separate teacher work rooms for copying/preparation
- The offices for reading, math, counselors, etc. are not located in central locations

#### Technology

- Audio enhanced system - I am losing my voice already
- Lacking technology unless a classroom teacher
- Placement of smartboard; sun light, shades broken
- Can't hear announcements

#### Storage

- Lack of storage space

#### Pick-Up and Drop-Off

- Dropoff and pickup is very dangerous! Children waiting in puddles, in the snow, and in the rain
- Visitors get lost in the building

#### Fitness and Wellness Spaces

- Gym classes are often pushed out of the gym for programs

#### Art / Music / Performance Spaces

- Music program has issues when choir/strings/band all need to be taught in the building on the same day

## SCOG Analysis *Continued*



### OPPORTUNITIES & GOALS

#### A Healthy New Building

- Create an eco-friendly building that is healthy and safe for ALL students and the adults who care for them!
- A new building would bring so much to our community—I feel it would improve the overall mental health of the staff and students
- Having a building that promotes the physical wellness of students and staff
- The completion of a safe, happy, and efficient building to teach and learn in sometime before I retire
- Staff morale will be boosted when we don't have to worry so much about the physical space falling apart around us
- The less time we must spend on physical building problems the more time we can spend on planning, teaching, etc.



#### Enhanced Culture of Teaching and Learning

- Refresh some systems, practices, and structures to help teachers strengthen their craft
- Using the talents of the devoted staff to try out new initiatives in a new space
- Having a building that supports hands-on exploration
- To not have a building create obstacles to learning, but instead enhance learning
- More open spaces allow for more student-centered projects, presentations
- Spaces for intervention and enrichment
- Create a village of learners

#### Opportunities for Gathering

- Create amazing gathering spaces.
- The opportunity to come together as an entire school in one room

#### Good Technology Infrastructure

- Integrate technology to make announcements heard (seen?)
- It would be fantastic to have a room with a huge screen where students could go on virtual field trips

#### Sustainability

- Opportunity to be a leader in carbon-free buildings
- Chance to see the green building as an educational opportunity as well
- Take advantage of the beautiful setting

## Guiding Principles 1.0

The following set of “Guiding Principles 1.0” for design of the renovated and/or new Foster Elementary School facility was developed by the Educational Visioning Group (EVG) during Workshop Three. The EVG is a group of approximately 22 participants that includes Hingham Public Schools administrators and Foster Elementary School leadership, teachers, parents, and community partners. Four teams of 5-6 participants each worked to create their own set of priority Guiding Principles which were then grouped by like themes. These are listed below, with each Guiding Principle given five votes for appearing on one of the original team lists.

Guiding Design Principles offer a framework of educational priorities that prove invaluable in helping stakeholders and design team members to set design goals and focus their work. This first iteration of Guiding Principles may continue to develop as the design process unfolds.

1. **Brain Based Learning** (25 votes)
  - Universal Design for Learning
  - Whole Child Approach
  - Visible Learning and Display
  - Carefully Considered Transparency
  - Inclusivity
  - Life Skills
2. **Learning Communities** (25 votes)
  - Classroom Neighborhoods
  - Collaboration and Cooperation
  - Breakout Spaces
3. **Innovation and Flexibility** (20 votes)
  - Adaptable Spaces
  - Robust Technology
4. **Sustainability** (35 votes)
  - Building and Site as Teacher
  - Natural Light
  - Walkability
  - Biking Paths and Racks
5. **Outdoor Learning and Connections** (25 votes)
  - Connections to Nature
  - Natural Indoor and Outdoor Color Scheme
  - Plants and Gardens
  - Engaging Outdoor Play Areas
  - Marsh Access
6. **Community Access** (20 votes)
  - Walkability
  - Access to Outdoor Amenities

## Blue Sky Ideas

The following "Blue Sky" ideas for the design of the renovated and/or new Foster Elementary School were developed by the Educational Visioning Group (EVG) during Workshop Three. The EVG is a group of approximately 22 participants that includes Hingham Public Schools administrators and Foster Elementary School leadership, teachers, parents, and community partners. Individual participants brainstormed Blue-Sky Ideas, which have been recorded below. Blue Sky Ideas, though sometimes not feasible due to budget or design constraints, often hold the seeds of aspirational ideas and design approaches that can be implemented on some level within the design.

Cooking Space/ Kitchen Science Space

Using our outdoor space for learning and exploration

Huge art room with clerestory windows, with some windows looking out over the wetlands. Sliding doors where I can easily "open" and "close" different materials areas between classes, to support student choice of media while also meeting grade needs.

Maker Space; STEM Challenges

An inviting space that inspires a love for learning.

Spaces for STEM hands-on learning

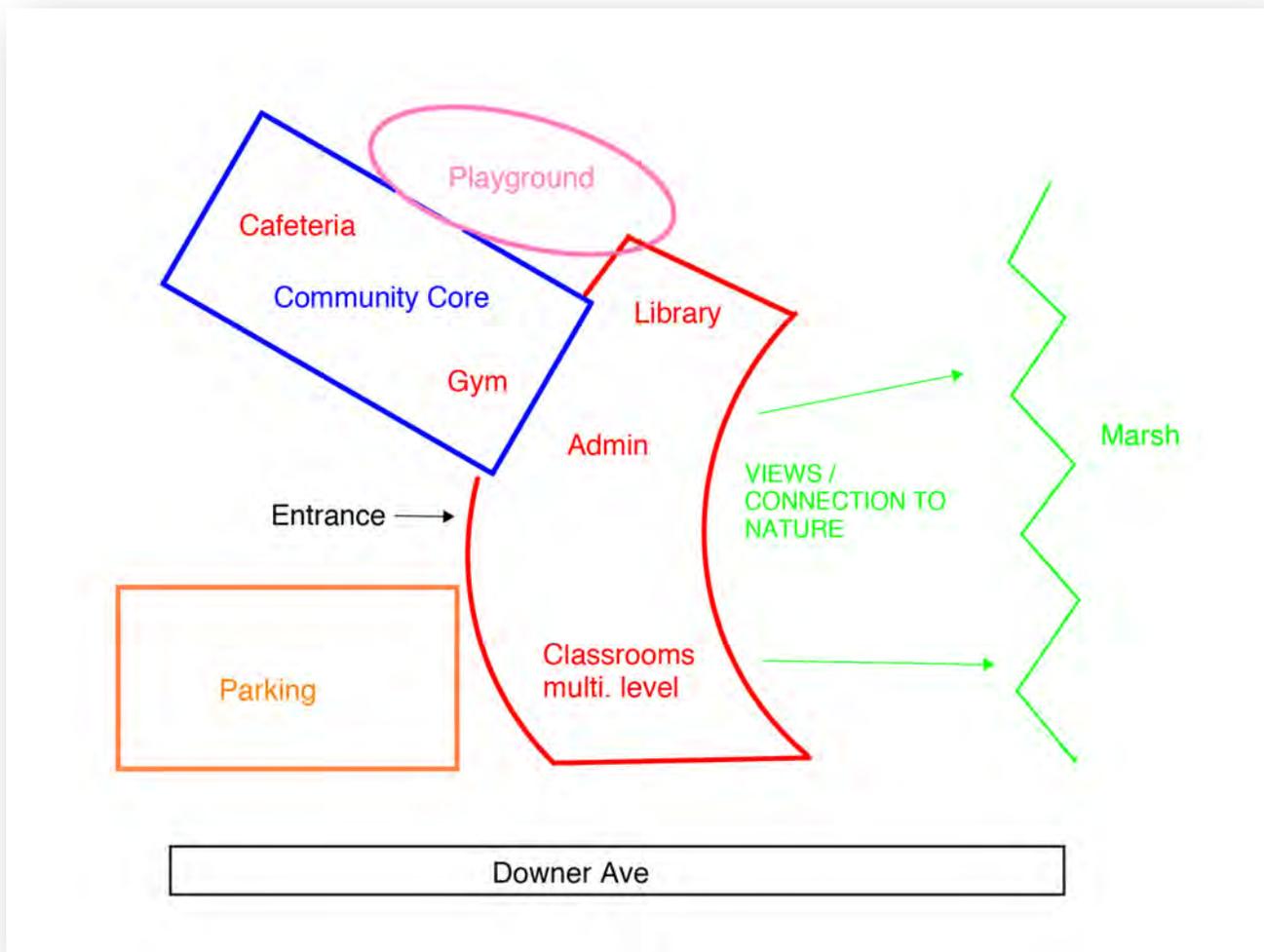
Performing arts space -- completely flexible so you could have a poetry reading by one person for an audience of 3 and it's comfortable; OR you could have a community theater production of a musical that involves students and parents and other commu

Grade Level Storage Spaces; Shared materials; ELA , Science

I would love to have a cozy/warm feeling classroom with lots of natural light, storage space, room for peer collaboration and movement, and easy access to grade level teachers and staffing.

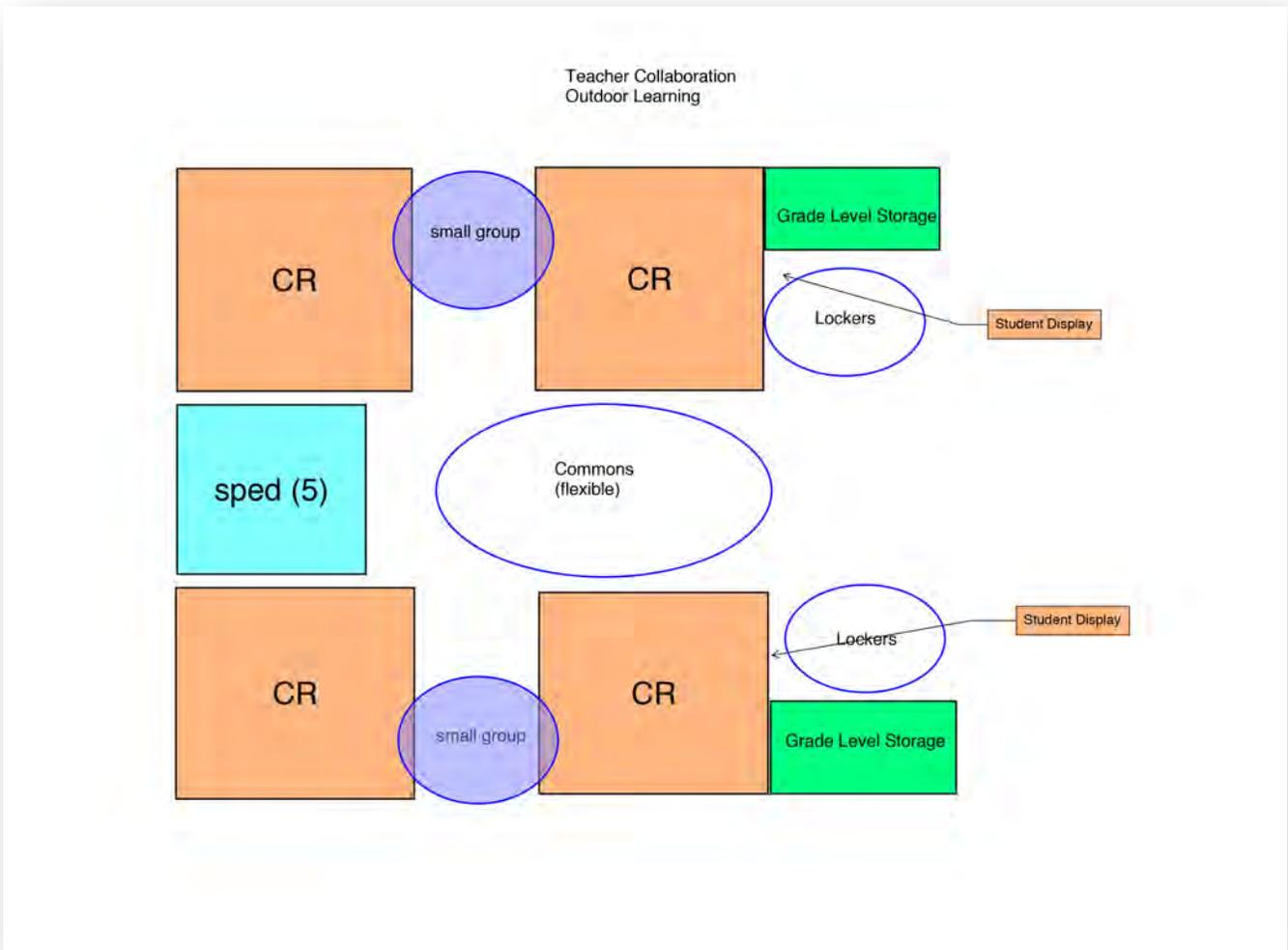
## Whole School Diagram

This Whole School adjacency diagram was created by a small group of workshop participants with the assistance of a member of the architectural design team in order to communicate their ideas about spatial adjacencies for the renovated and/or new Foster Elementary School.



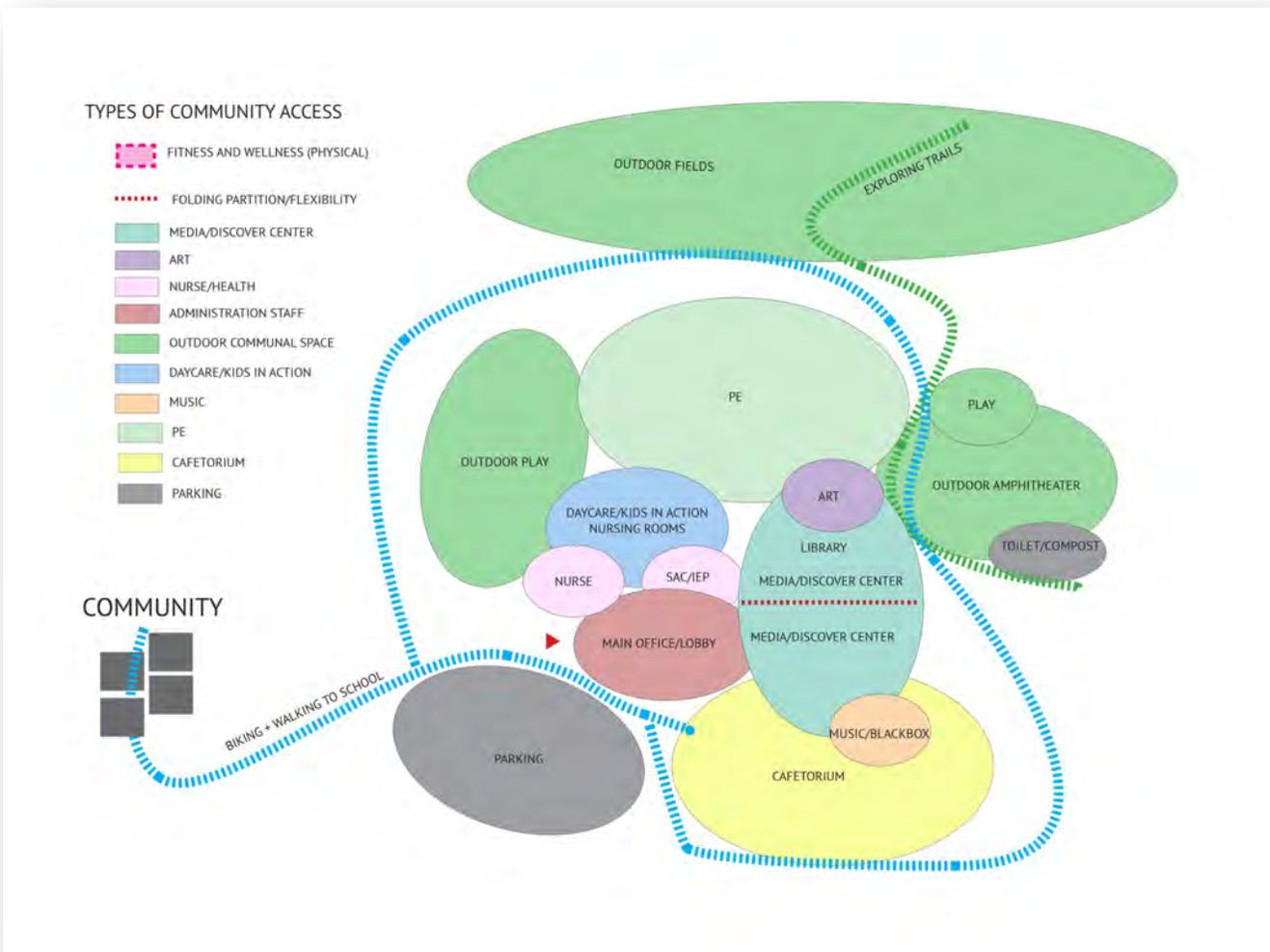
## Neighborhood Diagram

This Neighborhood adjacency diagram was created by a small group of workshop participants with the assistance of a member of the architectural design team in order to communicate their ideas about spatial adjacencies for the renovated and/or new Foster Elementary School.



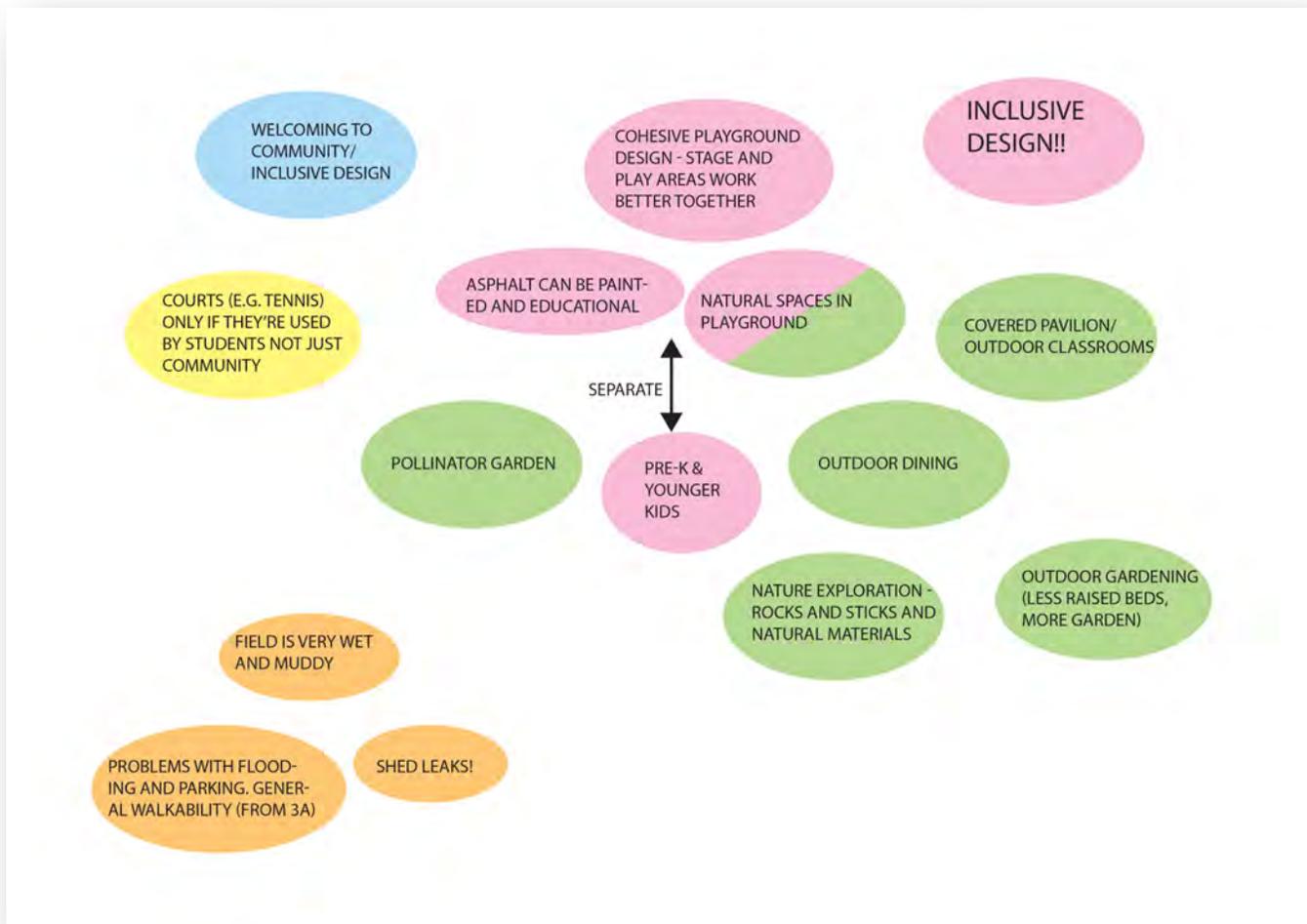
## Community Access Diagram

This Community Access adjacency diagram was created by a small group of workshop participants with the assistance of a member of the architectural design team in order to communicate their ideas about spatial adjacencies for the renovated and/or new Foster Elementary School.



## Outdoor Learning Diagram

This Outdoor Learning diagram was created by a small group of workshop participants with the assistance of a member of the architectural design team in order to communicate their ideas about outdoor learning needs for the renovated and/or new Foster Elementary School.



# Educational Visioning Group

## Participant List



NAME	ROLE	
1. Jennifer Arnold	Interim Principal	
2. Jen Benham	School Committee	
3. Matthew Corson	Parent	
4. Charlotte Bessoud	Grade 1	
5. Carolyn Bixby	Grade 3	
6. John Ferris	Director of Business and Support	
7. Audrey Healy	Grade 5	
8. Jo-An Heileman	Community	
9. Jamie LaBillois	HPS Assistant Superintendent	
10. Gary Maestas	Interim Superintendent	
11. Monica Matthews	Specialist – Content Areas	
12. Cynthia McKeon	Specialist	
13. Jen Murphy	School Building Committee	
14. Jen Newell	AP	
15. Ellie Pariseault	Community	
16. Laura Patnaude	Lead Custodian	
17. Jen Price	Kindergarten	
18. Meghanne Quirk	Special Educator	
19. Jackie Sansone	KIA	
20. Jessica Sinenan	Grade 4	
21. Lauren Smits	Parent	
22. Sarah Vogel	Grade 2	
.....		
23. Gene Raymond	Architect / Raymond Design	<a href="mailto:graymond@rda-design.com">graymond@rda-design.com</a>
24. Christine Monaghan	Architect / Raymond Design	<a href="mailto:cmonaghan@rda-design.com">cmonaghan@rda-design.com</a>
25. Angela Cavanaugh	Architect / Raymond Design	<a href="mailto:acavanaugh@rda-design.com">acavanaugh@rda-design.com</a>
26. George Berg	Architect / Raymond Design	<a href="mailto:gberg@rda-design.com">gberg@rda-design.com</a>
27. Steven Lamothe	Architect / Raymond Design	<a href="mailto:slamothe@rda-design.com">slamothe@rda-design.com</a>
28. Chris Carroll	PMA Consultants	<a href="mailto:ccarroll@pmaconsultants.com">ccarroll@pmaconsultants.com</a>
29. Sheamus O'Connor	PMA Consultants	<a href="mailto:soconnor@pmaconsultants.com">soconnor@pmaconsultants.com</a>
30. David Stephen	Ed Programmer/New Vista	<a href="mailto:david@newvistadesign.net">david@newvistadesign.net</a>

## Faculty Priorities and Considerations

The following list of priorities and considerations for the design of the renovated and/or new Foster Elementary School was brainstormed during the Faculty Visioning Session One that took place on October 5, 2021. Approximately 30 staff members took part in the workshop. Priorities have been grouped thematically.



## Faculty Educational Priorities

### Equity

- Equal opportunities across grades
- Lessons & regular data meetings, centrally located for access to all grade levels
- Appropriate staffing numbers

### Differentiated Instruction

- Differentiated instruction, collaboration, and teamwork
- Student strengths in all different domains celebrated
- Differentiation, small group rooms

### Collaboration Spaces

- Collaboration...allowing grade level teams to interact with one another without having to go out into the hallway
- Literacy Collaboration Space with intervention rooms, group space for coaching/modeling
- Not isolating grade levels or classrooms
- Keeping grade level teams together

### Love of Learning

- Developing a sense of identity for our school so students feel they are part of a special place
- Inclusive
- Developing a love of learning
- Collaborative / creative group work
- Critical thinking, collaboration, creativity, growth mindset, joy, and adaptability
- Joy, critical thinking, risk taking, adaptability, imagination

## Faculty Architectural Priorities

### Safety and Security

- Feeling safe
- Safety & security

### Thermal Comfort

- Better heating and cooling
- Having heat, and having air flow or a system to manage the climate when it's 100
- Geothermal heating and heat pumps
- Good air filtration system
- The ability to have fresh air in the classroom

### Natural Light

- Lots of windows!
- Rooms with windows
- I know this is already a factor, but windows for all classrooms
- Brighter spaces
- Different lighting – not fluorescent
- Lots of natural light
- Natural light/air

### Agile Classrooms and Learning Spaces

- More space for instruction/small group projects
- A designated classroom space for all educators. AKA- enough classrooms for all- so that no educator has to be put onto a cart or moved around year after year
- Consideration for substantially separate classroom if needs arise ....
- Flexible group spaces in addition to classroom spaces
- Spaces for small group/individual work
- Plenty of rooms
- Large space for students to move to different areas/nooks
- Connecting rooms
- People shouldn't have to walk through a classroom to get to another classroom
- No fixed podiums, moveable spaces
- Furnishings on wheels for flexibility

### Classrooms Neighborhoods

- Neighborhoods of classrooms with inclusion of special education classroom for each grade level
- Rooms/spaces large enough for special educators to have learning centers/small groups
- Math and Reading intervention spaces

### Breakout Spaces

- Breakout rooms for small group testing
- Spaces for children to take breaks/calm down
- Classrooms away from playground noises and distractions
- Running/ and breaks happening

### Teacher Collaboration Areas

- Multiple teacher workstations (copiers, printers, etc.)
- Teacher lounges on each floor
- One teacher's room versus multiple small spaces like HMS since it's difficult to build a community when you never see many people

### Indoor/Outdoor Connections

- Outdoor classroom space
- Outdoor learning spaces
- Outdoor learning environments
- Outdoor spaces which are easily connected with the outdoors
- Keeping our amazing playground
- Indoor play space or covered outdoor space for rainy or snowy days kids need recess
- Outdoor story walk, outdoor fitness path
- Covered outdoor space that is not the unattractive current shed

### Good Storage

- Adequate storage for grade level materials - near our classrooms for easy access.
- Cubbies in classrooms
- Enough lockers near classroom doors or within sight
- Lots and lots of space for storage and movement.
- Classroom storage
- Closet space in classrooms
- Grade Level storage as well as storage in each classroom

## Faculty Architectural Priorities *Continued*

### Display and Exhibition

- Plenty of space to showcase student work...easy to change, manipulate, maybe digital
- Digital displays for student work...large moveable table spaces,

### Sensory Spaces

- Sensory rooms
- Sensory space for students
- Sensory paths
- A sensory/break room for children to decompress

### Art / Music / Performance Spaces

- The music team teaches 3 different classes: band, orchestra, chorus at the same time so, they need 3 large spots
- Stage area
- There can be up to 4 different music programs at the same time – how to use spaces adjacent to others without too much sound transmitting
- Pottery kiln
- Visual arts connection with community.
- Artsonia/visual art portfolios shown in the school
- A storage room attached to the art room.

### Integrated Technology

- Amplification of teachers-FM systems
- Better sound dampening techniques (walls) to reduce background noise
- Good WI-FI

### Safe Community Access

- Community Use and Access
- Community building

### Large Gathering Space

- Space large enough for entire school to meet
- A space where the entire school can gather
- Space for assemblies
- Large spaces for whole-school assemblies or grade level presentations

### Maker Space

- A maker space, creative area

### Library

- A beautiful and functional book room

### Bathrooms

- Reasonably close bathrooms for teachers and students
- Gender neutral bathrooms

### Water Stations

- Water stations in several convenient places near classrooms

### Appropriate Aesthetic

- Blend with natural landscape, modern, clean lines
- Not looking like East School / brick traditional



## Faculty Community Priorities

### Community Access

- A place to fundraise or have event outside
- Large space indoors for gathering the whole school
- The ability to give the community a spot in the school after hours but the ability to lock them out of other areas

### Sustainability

- Net-zero building is a priority for the community
- Weather station
- At least 50 places for bikes

### Day Care

- A daycare space would support our staff!

### Outdoor Spaces

- Outdoor classroom-like space
- Outdoor, sheltered classroom
- Keeping the sugar maple trees
- Using the playground after-hours and families walking/biking to school
- Keeping the playground- ours is the best in town!
- Garden, space for families to come for events
- Shed for storage

### Appropriate Look and Feel

- Keeping the community-feel
- The building should reflect the special place that Crow Point is - we are not East/South or PRS



## Faculty Future Ready Learning Goals

The following set of “Future Ready Learning Goals” for Foster Elementary students was brainstormed during the Faculty Visioning Session One that took place on October 5, 2021. The listing of Future Ready Learning Goals found toward the bottom of the page was brainstormed by the Educational Visioning Group in the September 27, 2021 workshop. Although created within two different workshops the similarities between the two learning goals lists are striking.

- **Growth Mindset**
  - Risk Taking
  - Adaptability
  - Flexibility
- **Community & Collaboration**
  - Citizenship
  - Empathy
  - Perspective
  - Leadership
- **Creativity and Imagination**
  - Joy
- **Critical Thinking**
  - Analysis
- **Health and Wellness**
  - Calm body and calm mind
- **Mastery of Core Academics**
  - Digital Literacy

- **Engage in Inventive Thinking**
  - Curiosity
  - Creativity
  - Imagination
- **Learn to Love Learning**
  - Joy and Play
  - Self-Direction
  - Life and Social Skills
- **Develop Emotional Intelligence**
  - Empathy
  - Generosity
  - Respectful mindset
- **Learn Effective Communication**
  - Perspective
  - Reflection
  - Flexible Thinking
- **Collaborate with Peers**
  - Connections with Teachers, Parents, and Community
  - Complex Problem Solving
  - Team Building
- **Practice a Growth Mindset**
  - Risk Taking
  - Perseverance
  - Diversity and Inclusion



# Virtual Educational Visioning Faculty Workshop One Notes 10.5.21

## Faculty Comments on Foster Teaching and Learning Practices

The following comments and questions were shared with by Foster Elementary School faculty with regard to current teaching and learning practices.

### Collaboration

- Heterogeneous groups of students talking and collaborating about a topic
- Multi-purpose areas
- Small tables within classroom for partner/group work would be great
- Collaboration, using technology, bulletin board spaces to display work
- Teachers collaborating across a grade level for a common goal
- An area for a rug/morning meeting

### Differentiated Instruction

- Differentiated Instruction should include space for pull-out groups for targeted reading & math intervention
- Teacher working with small group of students (between 5-8)
- Tables for teachers to lead small groups
- Small groups in a classroom working on what they each need to be successful
- The classrooms need to be big enough to have centers so that students can work at their own pace without interfering or disturbing each other

### STEM-, STEAM-, and Maker-Thinking

- Library" of hands-on materials teachers can use to work on STEM/STEAM motor skills
- It would be great to have our students to design the playground, using iterations, empathy and problem solving
- The STEAM requires equipment. We now have only a damp basement room to store, musical instruments and science stuff
- Engineering design challenges - competitions across the grade
- Could we have project-based STEM such a fish tank?
- Can we have some classrooms with STEM hands-on learning like a fish tank?

### The Visual and Performing Arts

- T.A.B. (Teaching for Artistic Behavior) using student-directed centers, with different centers open depending on grade level
- In music we play many instruments: xylophones, ukuleles, drums, electric keyboards. We also sing and dance as well as write music with and without technology
- How will extended learning areas intersect with the 4 different music lessons that can go on at the same time?
- <https://fosterart.weebly.com/2nd-grade-ipads-light.html>. if you want to see later something our 2nd grades have created with tech.
- Artsonia page: <https://www.artsonia.com/schools/school.asp?id=104097>



# Virtual Educational Visioning Faculty Workshop One Notes 10.5.21

## Faculty Comments on Foster Teaching and Learning Practices

### *Continued*

#### **Enrichment Activities**

- Foster PLUS is an annual after-school enrichment program
- In our visioning group, we talked about a cooking area for the children
- Grade 5 Student Council

#### **Health and Wellness**

- A sense of safety and comfort in a building
- Movement hallways
- Using our small group space for sensory and break rooms. Would love more quiet spaces, and spaces for wellness
- Having quiet break/sensory spaces for students having a difficult day
- Staff have a calming space (different from a lunchroom or copy area) if we want to plan in a peaceful environment with flexible seating for example
- Wellness walking trails
- Before school BOKS program that emphasized physical fitness as a daily part of person's routine.
- Indoor recess space
- Green screen area

#### **Parent and Community Engagement**

- Invention Convention that other grade levels and parents visit
- Community engagement - not just parents
- Visitor to whole grade levels for presentation about careers, areas of expertise, etc.
- Students showing their learning through presentations, performance, and display
- We need a storage room for the PTO

#### **Robust Technology**

- Students have used iPads in the art room, and will again, as creative problem solvers. During the shutdown, the older students LOVED the graphic design that was possible, and could work collaboratively, on Chromebooks
- Students love hearing from their families around the world comment on their art, and the older students love to write about their art. iPads let them do this.
- Chromebook carts in each classroom (would be open to a new way to store Chromebooks)

## Outdoor Learning and Play - Blue Sky Ideas

The following outdoor learning and play “Blue Sky” ideas for the design of the renovated and/or new Foster Elementary School site and campus were brainstormed by workshop participants during Faculty Workshop Two after the landscape architecture firm of Studio 2112 offered a presentation on landscape design considerations and design patterns.



- Indoor or covered play spaces so that every child gets recess every day
- The incorporation of quiet spaces is a great idea and absolutely needed for kids who get overstimulated
- An outdoor covered space that protects from the elements but that lets filtered light in
- Covered space with stage, areas to read/write, sound barrier from recess so learning and focus is possible
- An outdoor amphitheater with grass seats and a stage. Students could use the grass seats for reading and relaxing, too
- Place for readers theater - students to read aloud
- I loved the picture of the outdoor performance space with a roof
- Library with nooks for reading, maybe a tunnel to a read aloud space that gives students an indoor/outdoor experience...
- Courtyard, scenic views from classrooms
- Classrooms should overlook the marsh and learning spaces, but not the playground
- I would love to have a space cantilevered over the marsh, which one class could use for observation, direct teaching, and drawing from observation
- Wooden walking trails

## Blue Sky Ideas *Continued*

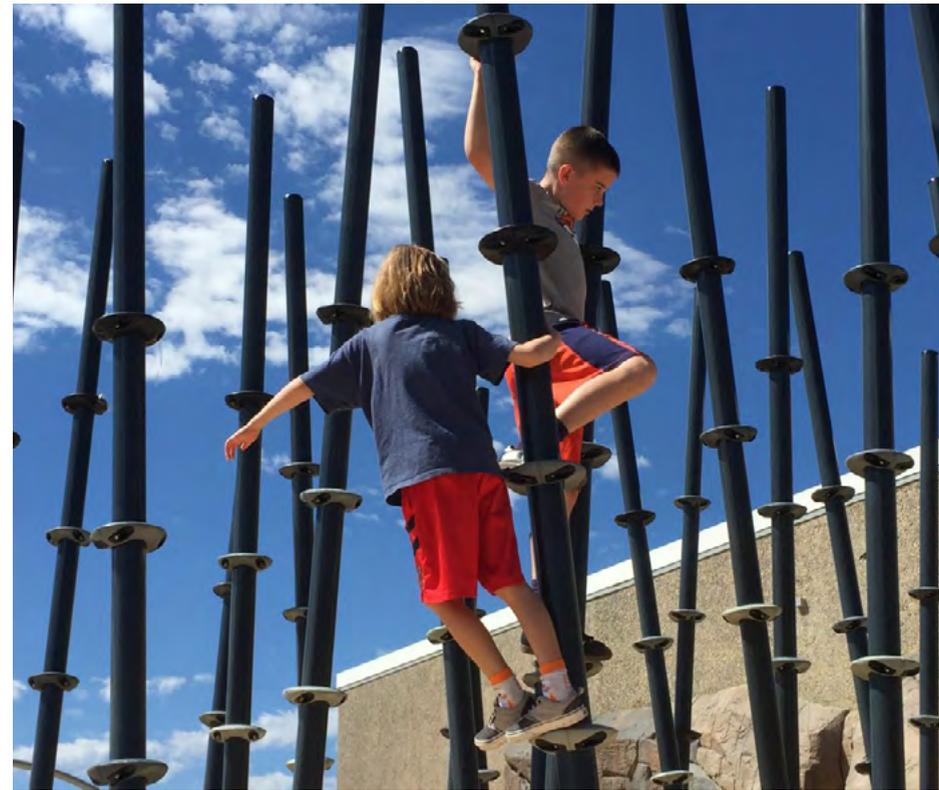
- The beautiful garden beds you showed
- Canopy spaces with natural light would be awesome!
- Wooden walking trails through the woods
- Lots of curves
- There needs to be a wash station/sort of potting station outside for our science teacher - he is always getting/lugging water
- Yes, outdoor learning spaces must be apart from recess spaces because otherwise there are too many distractions
- Currently the walkway from the bike rack is a safety concern - the kids need constant reminders to walk their bike down when the buses are driving into the loop. there needs to be a way for them to walk their bikes not near the bus loop/cars
- Definitely butterfly bushes
- We have a lot of students who have bee allergies, so flowers that attract bees should not be near the playground

# LANDSCAPE GOALS

FOSTERING CURIOSITY

FOSTERING CHALLENGE

FOSTERING COMMUNITY



# FOSTERing CURIOSITY

Hingham science educational program enhanced and supported by landscape

Living outdoor classroom

Observations of seasonal changes, water bodies, hydrological cycle, animals and plant life

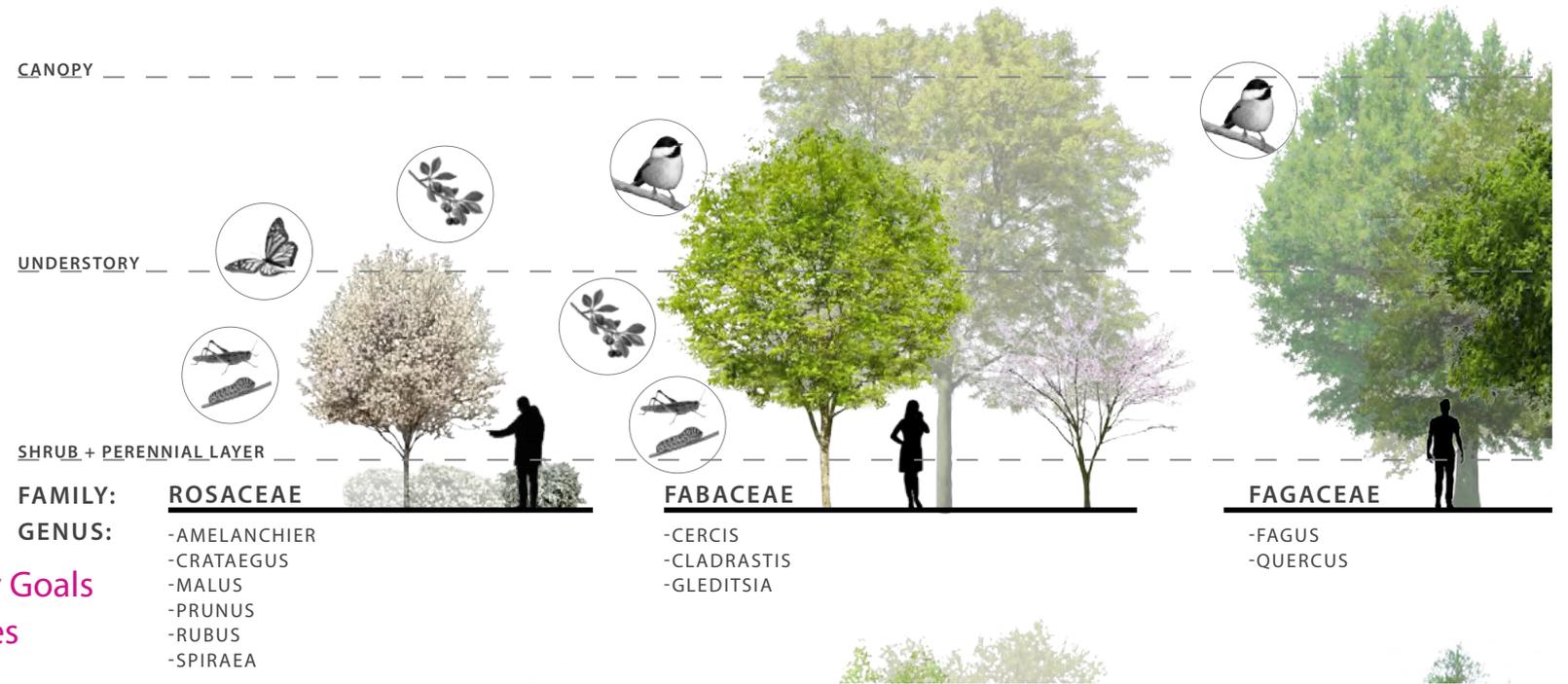
Boardwalk through wetlands with learning platforms

Stewardship

## HABITAT LEGEND:

-  BIRDS
-  FRUITING SPECIES
-  POLLINATORS
-  LARVAL HOST

- Campus Biodiversity Goals**
- < 10% of any Species
  - < 20% of any Genus
  - < 30% of any Family



# FOSTERING CHALLENGE

- Age appropriate play structures
- Multi-sensory design
- Non-prescriptive play
- Traditional athletics



# FOSTERING COMMUNITY

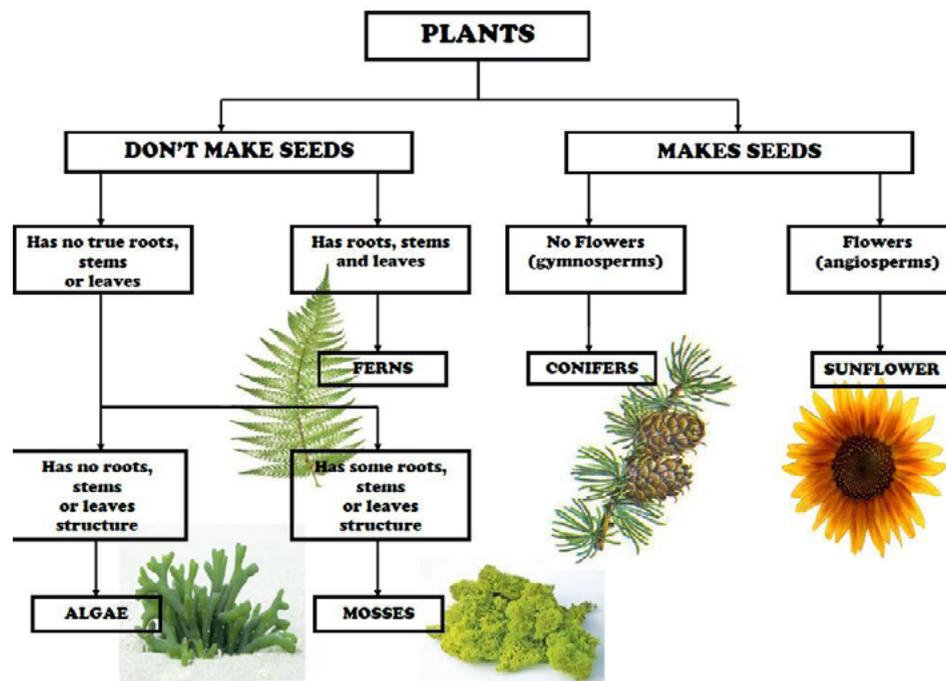
- Inclusive design
- Co-operative learning and playing
- Welcoming spaces for community activities and events



# INCLUSIVE DESIGN



# OUTDOOR DESIGN PATTERNS



1 PLANT ID TREASURE HUNT



2 CANOPY SPACE



3 ALL AGES STRUCTURES



4 SCULPTURAL THEMED PLAYGROUNDS



5 NATURE PLAY

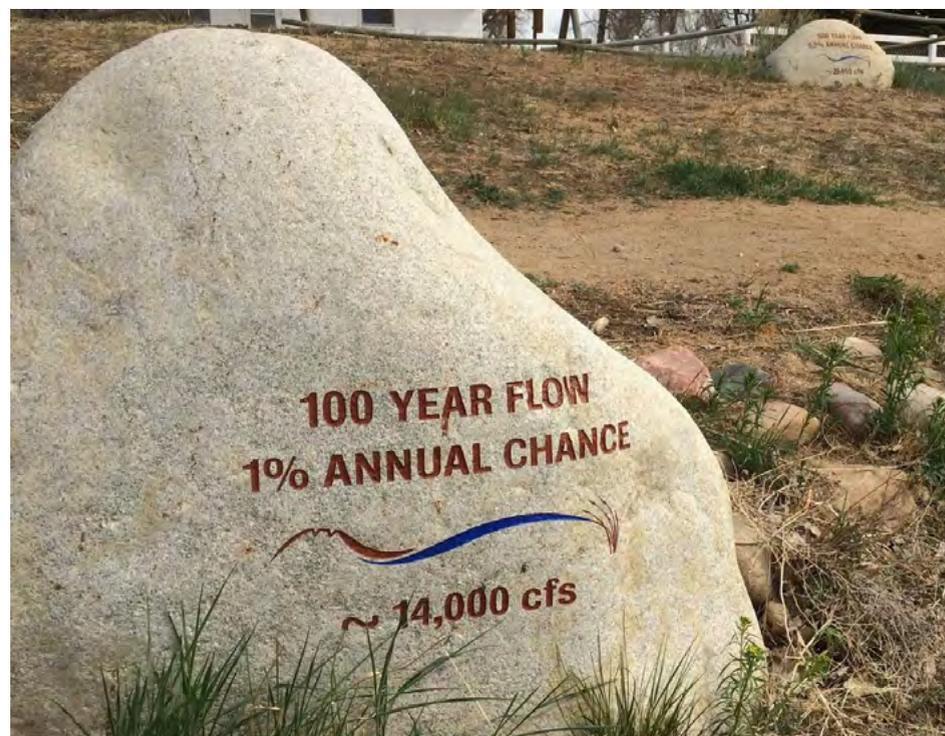
# OUTDOOR DESIGN PATTERNS



1 POLLINATOR GARDEN



2 PLANT BEDS



3 WATER LEVEL TRACKER



4 WILDERNESS CLASSROOM



5 NATURE TRAILS

# OUTDOOR DESIGN PATTERNS



1 OUTDOOR CLASSROOM



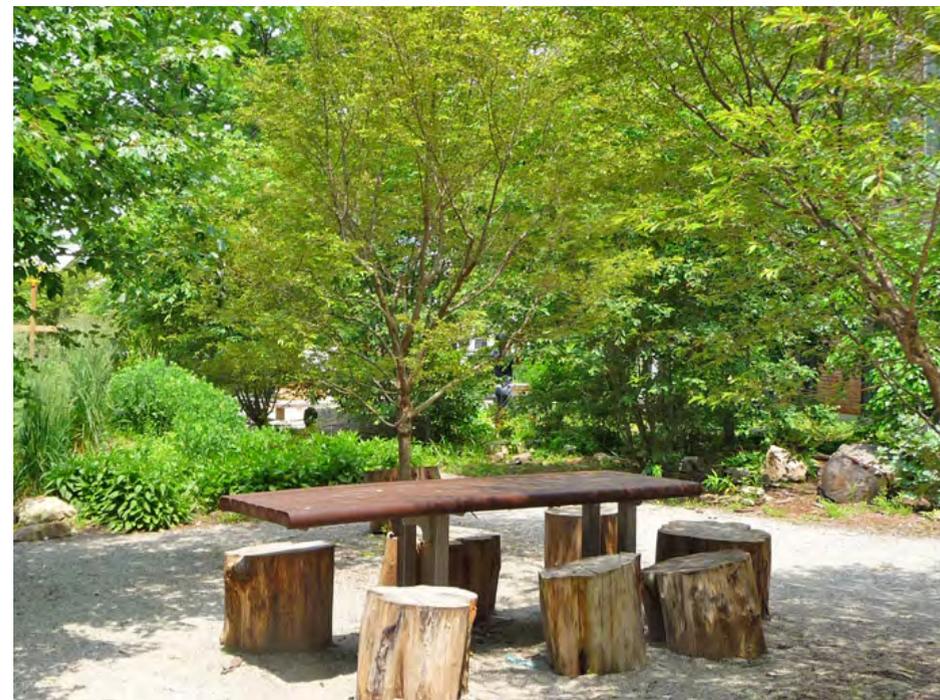
2 STAGE



3 AMPHITHEATER, DINING, GATHERING



4 BUDDY BENCH



5 ACTIVITY TABLES

# OUTDOOR DESIGN PATTERNS



1 PLAY STRUCTURES



2 NATURE PLAYGROUND



3 SWINGS



4 CLIMBING AND JUMPING



5 MUSIC FEATURES

# OUTDOOR DESIGN PATTERNS



1 INCLUSIVE PLAY



2 PAINTED GAMES



3 NON-PRESCRIPTIVE PLAY



4 BALL GAMES



5 QUIET SPACES