



# Leonardo Lyceum

## Quellinstraat

### Antwerp, Belgium

“Creating a successful culture of learning for all students...”



The Inter Network, in the framework of which this presentation was delivered, has been funded with support from the European Commission. This publication reflects the views only for the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



# Leonardo Lyceum Quellinstraat

**10-storey building in the town centre of Antwerp.**

**Consists of:**

- A nursery school
- A primary school
- A secondary school
- 600 children in total.



# Leonardo Lyceum Quellinstraat

## - Secondary school -

- ❑ The first grade consists of the first and second year of (general) secondary education.
- ❑ September 2007 = start of a second grade.
- ❑ 300 pupils in total, > 54 nationalities.
- ❑ 2/3 of our students are foreigners.



# Leonardo Lyceum Quellinstraat

## - School population -

- We recruit mainly from socially deprived families, foreigners and natives alike.
- More and more native middle-class parents choose for our strong didactic program.
- Our school population is
  - multicultural & multilingual
  - diverse in terms of learning abilities



# Newcomers

- 1/5 of our students are newcomers from abroad: intensive Dutch course in order to fit into the regular school system.
- Develop all skills needed for school and everyday life.
- Special illiterate group.
- Active integration in a safe environment.



# Evans prize

What makes our school so special?

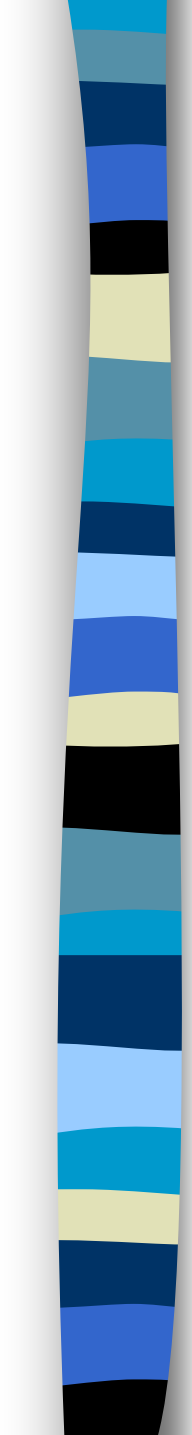
1. Learning in diversity
2. Educational innovation
3. Unique second grade vision

# 1. Learning in diversity

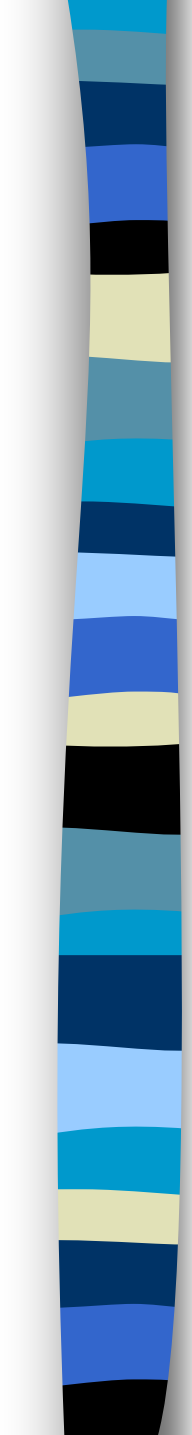


Every student has a different background and is good at different things.

**How can we make better use of that?**

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- ❑ **Atmosphere:** relaxed, 'warm' but disciplined through clear and transparent school rules.
  - ❑ **Inclusion:** equal chances for everyone.
  - ❑ **Powerful learning environment:** students are thinkers, creators and problem-solvers.
  - ❑ **Support for linguistically deprived children,** first and second language acquisition alike.
  - ❑ **Stimulating self-activation & independence.**
  - ❑ **Education focusing on individual needs.**



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- ❑ **Student counseling:** Socio-emotional and learning support.
  - ❑ **Unique religious/moral program:** christian, islamic, jewish and non-believing pupils learn to appreciate each other through joint activities.
  - ❑ **Extensive (inter)cultural program.**
  - ❑ **Social policy:** financial support for poverty-stricken families
  - ❑ **Student participation in decision-making.**

# 2. Innovation

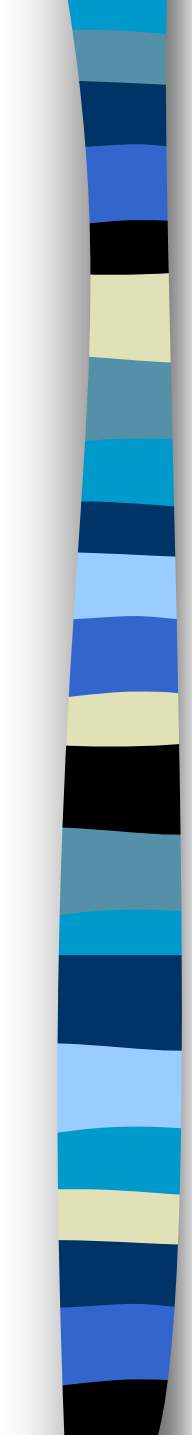


**How do we do it?**

- ❑ A student's brain is **not** a 'barrel' into which knowledge is 'poured'.



- ❑ Students are responsible for their own learning, while the teacher is acting as coach.
- ❑ Use of modern methodologies:
  - **Open learning centre** (studying at one's own pace)
  - **Self-assessment** (e.g. portfolios of student performance and products)



# Moving up to the second grade gave troubles in the past!

## **Classical structure/vision:**

- Study choices have to be made after the 1st grade.
- Immediate results are wanted in the second grade.

## **Problems:**

- Lack of learning support in the second grade.
- Specific knowhow for this group of pupils is missing.

## **Result:**

- 50% failure.
- Quick slide from general to technical & vocational education, a.k.a. 'the waterfall system'.
- Potential talents are wasted, motivation is gone, disappointment ...

# 3. second grade vision

A decorative horizontal bar consisting of various colored segments in shades of blue, teal, yellow, and black, positioned below the main title.

**Different from others...**



Our target/project:

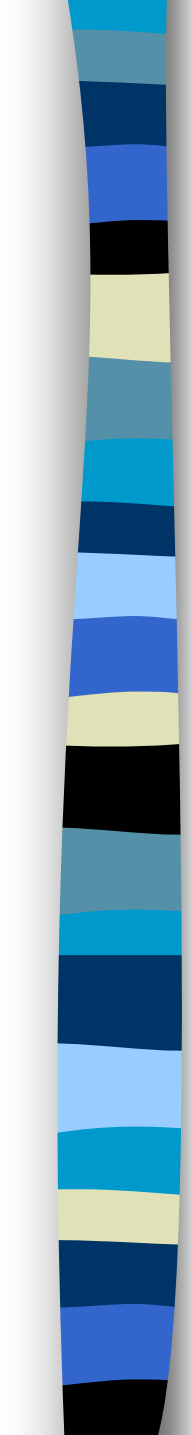
“Give talents more  
time to blossom.”

Prevent the ‘waterfall’, stimulate the ‘salmon’.



# Our program: a comprehensive second grade

- ❑ **A solid general program** for all students.
- ❑ **Two main study fields: LANGUAGES and SCIENCES.**
- ❑ **Individual learning tracks for all students,** especially for ex-newcomers.
- ❑ **Smooth transfer of newcomers to regular classes** by means of permanent coaching & support.
- ❑ **Every student works at his own pace: red, orange and green** subject material.

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- ❑ **Postponing study choices & learning how to make choices in the first place.**
  - ❑ **Focusing on the essential curriculum:** goals set by the government.
  - ❑ **Leaving all study choices open.**
  - ❑ **Preventing failure** by concentrating on reaching the goals at the end of the second grade.
  - ❑ **Continuity & coherence of the program** in first and second grade (transparent structure).





**Want to be in our laboratory too?**

Linda Vanderlooven,  
supervisor

<http://www.quellin.net>