Articles, Readings and weblinks

The following are a list of articles, readings and websites linked to student-initiated inquiry that may be useful to you. If you know of any further great resources send them to us so we can add them to the list.

# Student-centred schools make a difference

An extract from the AITSL publication, “Insights: Literature Review: Student-centred schools make the difference” by Jessica Harris, Nerida Spina, Lisa Ehrich, June 2013 and Judy Smeed

Full document available: <http://www.aitsl.edu.au/docs/default-source/aitsl-research/insights/re00060_literature_review_student-centred_schools_make_the_difference_harris_et_al_jun_2013.pdf?sfvrsn=4>

**Abstract**

Student-centred schools focus on designing learning experiences that recognise and respond to the individual needs of each of their students.  
They encourage all members of their school community to be active learners, working to enhance the educational opportunities available at their school. This literature review seeks to address and explore the hypothesis that *student- centred schools make the difference*.

**Key points Student-centred schools:**

1. encompass student-centred pedagogies in the classrooms, continuous learning at all levels of the school, strong student-centred leadership and systemic support with a focus on the student. (p. 6)
2. work to understand and support student learning, rather than focusing on how best to teach or how to cover the curriculum. The primary purpose of a student-centred approach to learning is to encourage students to become active, engaged participants in their own learning experiences. (p. 17)
3. report that their students have shown ‘greater confidence, more on-task learning behaviours, improved group dynamics and a greater ability to respond to a challenging curriculum’. (p.17)
4. understand that assessment is central to developing, sustaining and delivering student-centred learning. They effectively use assessment tasks to identify areas of need and to develop strategies for improving student learning. (p. 18)
5. are learner-centred and recognise that all members of the school community need to be supported in their ongoing learning. (p.21)
6. feature strong student-teacher relationships that foster a strengths-based view, rather than a problem-de cit view, and encourage setting (and meeting) higher expectations for educational outcomes. (p. 22)
7. actively create opportunities for families and communities to participate as equal partners in their children’s education. They identify ways of knowing and understanding the values and culture of their community. (p. 25)
8. encourage and listen to student voice and provide legitimate forums for students to express their views and ideas, especially for marginalised students. This enhances student engagement and motivation and helps develop their capacities to contribute in a democratic society. (p. 34)

**The leaders of student-centred schools:**

1. work to establish a collective vision through discussions with the school community and re ections on the needs of the students, and plan how to work in a cohesive way to identify and address these needs. (p. 14)
2. need to provide teachers with the opportunities to learn and be creative in their classroom practices. (p. 18)
3. have the role of building and facilitating safe and effective professional learning communities. (p. 22)
4. demonstrate the ethics of care, justice and critique in creating an inclusive learning environment where all members can experience success. (p. 27)
5. are focused on both the leaders and the learning of the school and the wider community, and demonstrate ethics and a moral purpose in theirleadership. (p. 34)

# [PASSION AND CURIOSITY CAN’T HAPPEN ‘ON DEMAND’! OR 'WHAT DO THE 'SHOULDER SHRUGGERS' NEED?'](http://www.kathmurdoch.com.au/blog/2014/10/02/passion-and-curiosity-cant-happen-on-demand-or-what-do-the-shoulder-shruggers-need)

**By Kath Murdoch**

**October 2, 2014**

As many readers of this blog know, I have been busy exploring various approaches to personalized inquiry in schools. This has been one of my own significant ‘inquiries’ over the last few years. Providing more personalized inquiry opportunities for students is certainly gaining in popularity and momentum and happens in various ways through such approaches as *genius hour, innovation days, itime,* etc. Each year, I learn many new lessons about how to make these opportunities work more effectively to ensure high quality, rigorous learning while providing choice and flexibility. Two comments in recent times have given me pause for thought. The first came from a child - not from a school I have worked in - but one that is obviously making efforts to personalize learning. The children have all been given the opportunity to do a ‘passion project’. They have 4 weeks and are using some class time and some homework time to complete it. They have simply been told to ‘investigate their passion’ To be fair, the school does not seem to have a strong, explicit inquiry program so she may well felt more equipped and connected if it had. Regardless, it's not the first time I have heard a child say… “But I don't really HAVE a passion, I don’t know what to do!” Far from being excited by the prospect of investigating something of her choice, this 11 year old was floundering - grasping at random ‘topics’ her teacher had selected and shrugging at any suggestions I made related to some of her (admittedly limited) interests outside of school.

The second comment I heard was from a parent following a talk I gave recently where the focus was on ‘wandering and wondering’ with your child and the delight and power of young children’s questions. At the end of the talk she said her own child asked lots of questions and was a keen, curious learner at home…but when it came to “discovery time” at her son’s school, he was often ‘stuck’ and did not know what to do – he also felt rushed to pick something to work on for the session and expected to suddenly ‘switch on’ his curiosity. I sensed a few problems with the way these sessions may have been run but did not take that further. What I DID say was that like all learners, we can’t expect kids to be curious ‘on demand’ .

Passion, strong interest, curiosity, a desire to find out or learn to do something new or better….these are the driving dispositions of personalized inquiry. Some children almost spill over with enthusiasm and an eagerness to pursue something while others - well not so much. So, what do *they* need? What do the ‘shoulder-shruggers’, the ‘I dunno’s’, the “I’ll do what he’s doing” kids need ... in order to be more authentically engaged in experience of personalized inquiry?

1. **Time**. Rather than seeing the foci for itime/genius hour as something to work on in dedicated sessions – encourage kids to build a bank of possibilities throughout the year. Researcher’s notebooks, wonderwalls, ideas boards, etc. allow the learner to collect their own questions and interests *as they arise* – rather than ‘on demand’. Gradually building a collection of possibilities gives the students something to ‘dip into’ when they have an opportunity to launch into a new journey of inquiry. Curiosity – even passion – as *dispositions* that need to be nurtured as part of a wider classroom culture.
2. **Inspiration**. Part of the teacher’s role is to be ever on the look out for stimulating, interesting questions/issues/events that might pique interest and be worth pursuing…share these with the children and create a bank of wonders for those students who might need that extra support. Websites like www.wonderopolis.org are excellent resources. Ted talks, short video clips, articles - can all provide great springboards for interest.  Teachers who consistently model their OWN enthusiasm for learning, finding things out and who show excitement about the range of things kids themselves are interested in go a long way to providing an inspiring atmosphere for inquiry. And while we encourage children to become passionate learners – let’s not shoot ourselves in the foot by making children feel that if they are not PASSIONATE about it, it's not worthy! A thoughtful, even reserved interest may be enough to provoke a quality investigation. Once underway, itime or its equivalent can generate its own energy as children gain ideas from each other. Have students share their investigations in small groups, conduct gallery walks, keep public lists and charts of the ideas they have explored – peers inspiring peers.
3. **Breadth**. Beware the dreaded ‘topic’… itime investigations do not have to involve students inquiring into a random topic (eg: panda bears, formula 1 racing) …they certainly may…but they may also be an opportunity to improve a skill or learn a new skill, to work on an action plan, to canvas people’s opinions about an important issue, to create make and build. If students think of a ‘project’ the way many of their parents experienced a ‘project’ it is no wonder they can’t get past simply choosing a topic. The best personalized inquiries are also seen by students and teachers as an opportunity to ‘build their learning muscle’ - it’s so much more than the content.
4. **Forethought**.   Many of the more successful personalised inquiry programs I see, really scaffold students thinking before, during and after their investigations. Students complete proposals (careful not to make them too arduous!), or keep researcher’s notebooks, and conference with peers and teachers to gain support and advice rather than simply ‘coming up with a topic’.
5. **Trust**: One of the struggles we have as teachers is our own tendency to judge the choices that children make. We give them a choice – but we can also make it pretty clear when we disapprove of the choice! Perhaps this is why some are tentative to say what they want to explore. Of course there will be some things that won't be appropriate for investigation – and criteria for that can be worked out with the class. But we need to be mindful not to shoot down their interests because we might not judge it *worthy* of spending time on. The best teachers I see know how to take that child's desire to learn about (eg soccer) and help them develop a question or a focus for investigation that stretches thinking without devaluing their interest (eg: How has the game of soccer changed in the last 50 years – is it a better game now than it was?Why?). Spending time in thoughtful conversation with children who need that extra support is vital. Just as we conference with students about their reading and writing – so too should we about their researching. This is not ‘teacher free’ learning!

Providing opportunities for true, personalized inquiry as part of our classroom program can be a wonderful way to support the growth of the learner.   But if we expect them to ‘turn on the curiosity’ for one session a week without a broader culture of inquiry and the necessary time for reflection and inspiration, well…I guess we can expect our fair share of ‘cut and paste’ posters and half-hearted powerpoint presentations.

How do you encourage and sustain *authentic* passion and curiosity in your classroom?

**Just wondering…**

# [SEEING BEYOND THE CUPCAKES – WHAT ‘ITIME’ SHOULD REALLY BE ABOUT.](http://www.kathmurdoch.com.au/blog/2015/03/22/seeing-beyond-the-cupcakes-what-itime-should-really-be-about)

**By Kath Murdoch**

**March 22, 2015**

As many readers of this blog will know, I have a particular interest in how we can best provide opportunities for children to inquire into the things that matter to THEM as well as the things that we might bring to them. I strongly believe in the value of what we might call ‘shared inquiry’ but I acknowledge its restrictions in a context that allows a much more diversified and differentiated approach. In several of my partner schools, staff have worked hard to develop approaches to ‘personalised inquiry’ alongside more teacher initiated, shared inquiries. The work has been fascinating, complex, problematic and revealing - but the children tell us over and over again that they *adore* the chance to spread their wings, to investigate what intrigues them, to have more of a voice and to step outside the predictable content that dominates most of their school days. There is something deeply satisfying about walking into a learning space where some children are busily modifying recipes and preparing to cook, some are continuing with myth-busting style experiments, some are outside in the garden, some researching the relative fuel efficiency of various cars, some setting up an interview with a local author and another devising a digital survey to gather data about health and well being.  The classroom becomes a microcosm of the world simultaneously explored by painters, scientists, sociologists, historians, geographers, activists, writers, musicians, engineers, chefs, naturalists …. I could go on!

Our efforts have been fueled by our desire to ‘walk the talk’ about the development of skills and dispositions critical to the 21C learner. In an increasingly, digital world, it is more possible than ever before, for students to pursue pathways of interest or personal need.  Time to engage with our passions has many reported benefits for learning- none the least being increased motivation and engagement across the curriculum.

While the students have, in these sessions, much more autonomy over the content of their learning – the teachers’ emphasis is very strongly on skill development. Here is where itime is actually more about depth rather than breadth. There is a breadth of ‘content’ for sure , but it is the focused work on learning skills that gives it depth. Students do not simply choose a ‘project’ to work on – they are challenged to identify and strengthen their ‘learning assets’ through the process. They may well be spending time cooking a new kind of cup cake – but alongside this, they have chosen to work on skills in organization and time management. As they investigate the fuel efficiency of cars , they may have chosen to demonstrate their capacity to critically assess the trustworthiness of on-line sources. Students carefully prepare for each investigation by submitting a proposal and identifying how it will help them *strengthen their learning skill set*. They are required to reflect on and self assess their efforts. Their participation in the Itime workshops is not a given, they know they need to continue to demonstrate the responsibility that comes with this kind of freedom – and most do so in spades. In some of the upper primary classes I work in, the teachers also ask students to ensure their chosen investigations also connect to a broader conceptual theme. It’s complex and demanding work. Teachers, too, talk about the way this work has made them re-think what their students are capable of and how they have learned to be better inquiry teachers by focusing more strongly on building learning capacity and less on the ‘content’.

Earlier this year, a rather scathing article appeared in one of our major newspapers.   The headline was:

**“My son's school taught him to cook and I was left with the maths”.**

 The basic premise of the article is summed up in this line:

*“Like the (education) minister, I dream of a day when schools teach English and maths well and parents are left with the humbler responsibility of ensuring their child's culinary, cultural and creative development.”*

My heart sank. I should add that I do not work with the school involved and have no knowledge of context or program being criticised. I have no idea whether the criticisms are valid (they may well be) or whether this  school uses any kind of inquiry based approach to learning – I don't know the back story and, although tempted, I am not going to make inferences. But I think there is a lot we, as teachers, can reflect on, in response.

This article (and the many sympathetic comments made in response) reminds me again of the challenge we have in communicating *why* we do what we do to parents.   Even in the classrooms I have described earlier, an outsider could be forgiven for thinking the students were simply having ‘free time’ at first glance. (To be fair, in some schools – that may indeed be the case. I have seen several well intended versions of ‘itime’ or ‘genius hour’ that are simply glorified project work or time-wasting ‘activity! ’)

I remain committed to ensuring that the spirit of inquiry, curiosity and creativity are nurtured within the school environment. I believe this is our professional *responsibility* as teachers, alongside and within our critical role in developing literacy and numeracy skills. It is also our responsibility to ensure that we communicate the value of and rigor in the contemporary work we do to parents and to the students themselves.

Taking on the challenge of ‘personalised inquiry’ is not for the faint hearted - nor for the ill informed teacher. We need to be crystal clear about the broader learning intentions of such things as passion projects or itime. This means, amongst other things:

* taking time to develop clear criteria and guidelines with students
* agreeing on ways to ensure accountability
* explicitly identifying the skill sets accompanying the learning tasks students design
* building self assessment and reflection into the process
* using this as a context for assessment – particularly of transdisciplinary skills

And it is not enough to be well-informed and clear within the school . We need to find ways to invite and involve the wider community so they, too, understand that there is a lot more to it than making cupcakes.

In fact, the cupcakes are the least of it.

How can we ensure that attempts to provide more personal choice, voice, creative and investigative opportunities are truly adding value to student learning?

How do we build better partnerships with parents to strengthen communication and understanding around new learning for new times?

**Just wondering….**

# CHOICE IN WHAT WE LEARN

***An extract from A.J. Juliani’s book ‘Learning by Choice’ Chapter 1***

I spent a lot of time as a teacher figuring out new ways to inspire and motivate my students. Sometimes it worked, but often I would fail to reach all of them. Then one day I gave my students choice. Not a “limited choice” assignment where they could pick one topic out of a box of topics...but REAL choice. You know what happened? Students were inspired and motivated to learn by themselves...and by each other. And they did a much better job at inspiring than I ever could.

Choice gives students the ability to go above and beyond our curricular limitations...and allows them to innovate in ways we cannot predict.

That choice came in the form of the “20% Project“. They could learn whatever they wanted to learn in my class...with no real limitations, for 20% of our class time. It was extremely difficult for some students, and for others it was very natural. However, the real magic happened when the students began exploring and learning about their “choices” during class time.

As a teacher I noticed some ways that choice impacted the learning process. Normally, we tell students what they are going to learn, then give them resources and materials to learn (sometimes created by us, sometimes created by others), then check for understanding, and provide feedback and help as needed.   
  
This project was different because:

a) Students picked their learning topic and end goal  
b) Students pre-defined what they would consider a successful learning outcome c) In most cases I knew nothing about the topic they chose (i.e. I’m an English teacher and they chose to rebuild a car engine)

I was no longer the person with the most knowledge on the subject in the room, so I had to act fast and help in other ways. Pointing them in the direction of strong research and mentoring opportunities. Giving feedback on their blogging and documenting. Helping in the learning process (I was learning as well). And finally, giving them a final push towards some type of making/creating/building aspect of their project.   
  
**The Impact of Student Choice on Learning**

There were five specific ways student choice of content impacted the learning going on in my classroom:

**1. Choice improves student buy-in**

In the beginning of the project it was a challenge to get every student to actually choose a topic. Some wanted me to just give them a worksheet and tell them what they needed to do. However, once we got past this obstacle...the buy-in was already there. Students cared about what they were doing because they CHOSE what they were doing. If they wanted to complain about their topic, I would let them switch to a new one so the buy-in would always remain the same.

**2. Choice puts the responsibility back in the students’ hands**

At the same time, the students knew that I was not the “expert” on their chosen topic. I didn’t know much about learning sign-language so my responsibility as a teacher changed. Students could no longer come to me expecting an answer, but had to come to me expecting help in finding the answer. I was still the “lead learner” in my class, but I was learning alongside my students and not doing it for them. The learning responsibility was firmly on their shoulders.

**3. Choice allows for flexibility**

If you’ve ever done a “passion project” or wrote your own story, song, etc....then you know that things change. The idea we initially start out with gets reworked and twisted into something completely new. Because I did not give requirements and deadlines with what they needed to complete...this project allowed for complete flexibility. Choice drove the students’ actions and gave some room for lots of little (and sometimes big) changes along the way.

**4. Choice embraces current and new passions**

To be honest, I didn’t expect so many students to have no idea what they were interested or passionate about. However, this project allowed students to find new passions and new interests—as well as embrace their current passions. This is important because they did not need to start with base knowledge...but they also could start with base knowledge. That meant for many students they were just beginning to learn about this topic, and for others it was something they had been doing for many years. Choice put students on very different learning continuums during the project, but as we saw with the final presentations...this did nothing to limit the overall learning.

**5. Choice leads to growth**

Ultimately, choice consistently lead to growth. Because of the above factors, choice became a way for students to create their own learning path...and assess how much they had learned. Almost every student came out of this project saying they had not only learned something new, but also been excited to grow through the process.

It was not always easy for the students, or for me as the teacher, but choice brought out the best in all of us as learners.

# Pursue Passion: Demand Google 20% Time at School

[**By Katherine von Jan**](http://www.huffingtonpost.com/author/katherine-von-jan)

Ever wonder why students struggle with picking a major in college? When was the last time students were asked what they’d like to study in school and given the time to pursue their own interests?

Ask a kid what they want for their birthday, and they’ll tell you 10 things. Ask them what they want to learn? They don’t know, because they’ve never been asked. They’ve been taught to follow the rules and jump through prescribed hoops set by authoritarians who know what’s good for them. They design a school day to ensure that all kids get the same “basics” and manage their day to deliver it to them. How can we expect more from students at the end of that journey?

Maybe if we asked and then gave kids permission to do some of the things they’d love to do throughout their academic careers (K-12), we wouldn’t be so lost and confused in college or in life. And maybe if we start pursuing what we’re passionate about we would actually solve the world’s most impossible challenges along the way.

Google’s “20% Time”, inspired by [Sergey Brin’s and Larry Page’s Montessori School experience](http://www.ted.com/talks/lang/eng/sergey_brin_and_larry_page_on_google.html), is a philosophy and policy that every Google employee spend 20% of their time (the equivalent of a full work day each week) working on ideas and projects that interest that employee. They are encouraged to explore anything other than their normal day-to-day job. As a result [50%](http://royal.pingdom.com/2010/02/24/google-facts-and-figures-massive-infographic/) of all Google’s

products by 2009 originated from the 20% free time, including Gmail. Real break-through happens when we are free from others’ expectations and driven by individual passion.

Self-directed experimentation is common in companies like 3M, HP and more with slight twists, like Twitter [Hack Week](http://engineering.twitter.com/2010/10/hack-week.html), with positive results. At this year’s [BIF-7 Innovation Summit](http://businessinnovationfactory.com/bif-7)

[Dan Pink](http://www.danpink.com/) illuminated the value of what he coined “non-commissioned work” with several stellar examples including the stories of Nobel Prize winning physicists [Andre Geim](http://en.wikipedia.org/wiki/Andre_Geim) and [Konstantin Novoselov](http://en.wikipedia.org/wiki/Konstantin_Novoselov). The pair won the Nobel prize for their amazing invention of [Graphene](http://en.wikipedia.org/wiki/Graphene), the world’s thinnest, and likely strongest material. They discovered Graphene in their “non-commissioned” lab hours. The scientists dedicated every Friday night to working on something that was not funded, nor part of their daily work. It was play time. (They also won the [Ig Nobel Prize](http://en.wikipedia.org/wiki/Ig_Nobel_Prize), a parody award for silly scientific discoveries, for using magnets to levitate a frog. See the video on [NPR](http://www.npr.org/templates/story/story.php?storyId=130353581)). As Dan Pink wisely advised BIF7 participants, “go levitate some frogs.”

What we can take from these examples is that the work outside of the expected, commissioned work produces the most creative, awesome discoveries, and some silly ones that are just fun by-products of the passion-driven journey. Commissioned work just delivers expected, rote outcomes.

What do we expect from students? It seems schools expect them to demonstrate what we already know — recite dates and complete calculations that could be done on a computer — rather then create knew knowledge. Institutions fill our brains with what is known. How will these students survive in college?

Rather than scripting our K-12 experience — and expecting miracles when we get to college that we’ll suddenly have clarity about our interests — we have to start asking students what turns them on earlier, and enable them to pursue those interests. For example, if a child is inspired by bridges, why not start there and let the learning follow their curiosity? They may need to learn calculus to build a bridge, but then they have a reason to love and seek calculus, rather than calculus being a requirement. They may need to understand the history, policy and politics of getting a bridge approved. Or team-building to get all the right talent on board.

Examples include teacher [Diana Laufenberg](http://www.ted.com/talks/diana_laufenberg_3_ways_to_teach.html) of Philadephia’s public [Science Leadership Academy](http://scienceleadership.org/) challenging students to set their own experiential learning agendas, Loveland, Colorado’s district approved Be You House [learning lab](http://labconnections.blogspot.com/p/about.html) and Providence, Rhode Island’s [The MET](http://www.bigpicture.org/2011/04/the-met-school-in-ri-celebrates-15-years-of-innovative-education/).

It doesn’t have to be that complicated, as reinventing the entire school. It can start with giving students their 20%. Every parent and citizen should take the time to ask a child everyday, “what would you like to learn?” Ask our schools, school boards and legislators to give permission to students to spend 20% of their “school time” noticing their world, dreaming up questions, connecting to information and people based on their curiosity, and ultimately doing the things that really matter to them. Awesome things.

Give kids their 20% to be genius every day; and they’ll not only be more aware and driven college students. They’ll be more aware and driven human beings applying their genius in life.

# George Couros (The Principal of Change) blog 1/4/17

## What we ask of our students and what we do!

We talk about innovation and creativity all of the time in schools, but compliance continues to be our dirty little secret.

Are we saying we are in pursuit of one thing while doing the exact opposite.

This was echoed in my [favourite Ted Talk, by then 17 year old student, Kate Simonds](https://www.youtube.com/watch?v=0OkOQhXhsIE):

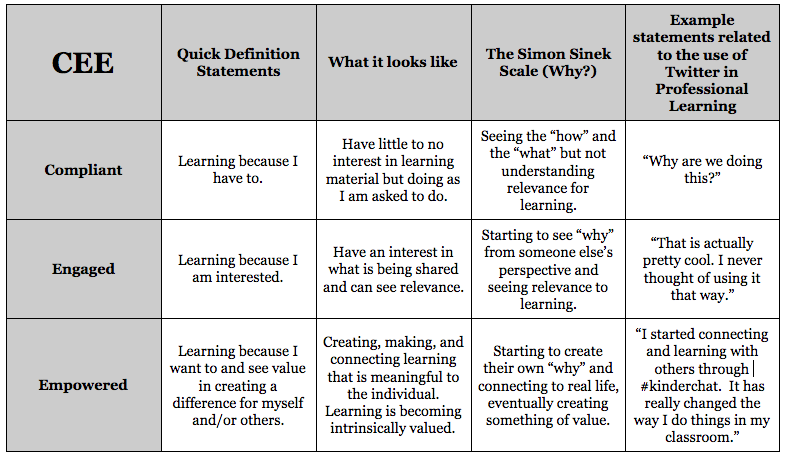
*Look at our education system; as students, we have no say on what we learn or how we learn it, yet we’re expected to absorb it all, take it all in, and be able to run the world someday. We’re expected to raise our hands to use the restroom, then three months later be ready to go to college or have a full time job, support ourselves, and live on our own. It’s not logical.*

Many schools and classrooms have moved from compliance to empowerment, so this video is not to say that education has not moved away from the notion of compliance.  But I challenge you to watch Rick's video (made in response to Kate’s TED talk <https://twitter.com/RickB1/status/847455497372409857>)

with your students and educators together.  What would the conversation look like?  What would your educators say and what would your students say?

We can't continue to ask for creativity, innovation, collaborative cultures with deep, independent thinking, while not acknowledging that compliance.

Where is your classroom or school on the scale below?  Where do you need to go?



Websites and video clips

# Learning Power: Teaching with attitude

<https://www.youtube.com/watch?v=JxWybvns1jg>

TED talk with Guy Claxon about what is important for kids to learn, and how teachers encourage or impede this.

# The Innovator’s Mindset

<http://immooc.org/2017/02/27/immooc-live-episode-1-and-blog-prompts/>

Blog and podcast featuring a conversation between George Couros, AJ Juliani and John Spencer. This podcast runs for an hour. It takes a while to get into the conversation but it is well worth watching as the conversation turns to: design thinking, Student-initiated inquiry, curiosity and innovation, designing curriculum/learning, inquiry processes and over-scaffolding.

# The power of student-driven learning: Shelley Wright at TEDxWestVancouverED

<https://www.youtube.com/watch?v=3fMC-z7K0r4>

One teacher’s experience of giving students ownership of their learning, and how it transformed her teaching. Read more on this blog.

<http://plpnetwork.com/2013/06/21/start-why-power-student-driven-learning/>

# Genius Hour John Spencer and A.J. Juliani

<https://www.youtube.com/watch?v=2n7EelMbzG0>

What is Genius Hour? An overview of Genius Hour presented in a very short (less than 2 minutes) sketch video by John Spencer.

<http://www.spencerauthor.com>

John Spencer’s website. ‘*My goal is simple. I want to make something each day. Sometimes I make things. Sometimes I make a difference. On a good day, I get to do both.’*

<http://ajjuliani.com>

A.J. Juliani’s website *‘Let’s be intentional about innovation’*

<http://globaldayofdesign.com>

John Spencer and A.J. Juliani’s challenge to get schools engaging their students in creativity and design.

The launch cycle

<https://www.youtube.com/watch?v=LhQWrHQwYTk>

4 Key concepts for student centred learning

<https://www.youtube.com/watch?v=e6ieXLVCss4>

10 Reasons why you should try Genius Hour this year

<http://ajjuliani.com/try-genius-hour/>

How Genius Hour benefits the whole school community

<http://ajjuliani.com/how-genius-hour-benefits-the-entire-school-community/>