Workshop Agenda
January 20, 2026

8:35–9:00 | Welcome, Overview, and Purpose Setting

1. Welcome and kickoff – Somerville city and school officials
2. MLP and PE introductions
3. Integrated process
4. "Let's be aspirational, assume, & Let's focus on"
5. Session Norms & signals for attention
6. Session Goals/Purpose:

   - Develop a shared understanding of PK–8 learners and how developmental traits evolve across age levels.
   - Examine how learning that sticks happens and what instructional practices support meaningful, engaging experiences.
   - Define the identity of Winter Hill as a PK–8 Innovation School, including its core beliefs, values, and commitments.
   - Identify guiding educational principles that should shape teaching, learning, and decision-making at Winter Hill.
   - Explore how learning environments can support innovation, development, and community use in a future school building.

9:00–9:50 | Understanding the Learner

1. Turn and talk: *Think back to when you were in elementary or middle school. What was one thing that made school exciting or challenging for you? How did being that age shape your experience?*
2. Share research about developmental characteristics.
3. Pass out developmental stage handouts for Grades PK-8. Participants read and mark up the handout.
4. Table groups use the development handouts to discuss developmental progression and complete Learner Profile chart.
5. Gallery walk to go see each other's posters.
6. Table and whole group discussion about how developmental traits should impact teaching, learning, and space needs.

9:50-10:00 | Break

10:00–10:20 | Learning That Sticks

1. Turn and talk: *Think of a time when learning really stuck – for you or your students. What made it powerful?*

2. Table groups think about what their experiences say about how we define learning, engagement, and success.

3. Post ideas to a "learning wall" using sticky notes.

10:20–11:30 | Teaching & Learning in an "Innovation School"

1. Share research about high-quality instructional practices, including but not limited to the following topics:

    a. Learning through exploration, hands-on application, and play

    b. Collaboration and discourse

    c. Agency, voice, and ownership

    d. Rigorous and joyful learning

    e. Real-world application

    f. Active and interactive learning

    g. Whole child and social-emotional learning

    h. STEAM

2. Participants rotate to different stations and reflect on a series of questions to build an identity for a future WHCIS

    a. *What does it mean to be a PK-8 innovation school at Winter Hill? What core beliefs, values, or commitments should define this school's future identity?*

    b. *What specific programs, opportunities, or ways of working should we intentionally expand, strengthen, or introduce to bring that identity to life?*

    c. *How should Winter Hill intentionally support adult innovation and learning, both for educators inside the school and for families, partners, and the broader community?*

3. Participants return to original tables and identify major themes that surfaced. Tables identify 3 Guiding Educational Principles.

4. Dot polling of most essential principles.

11:30-12:00 | Lunch

12:00-2:15 | Learning Environments in Action

1. After lunch warmup – participants respond to images from the picture book *If I Built a School.*

2. Show example images of learning environments and ask participants to respond based on how spaces and design patterns support the educational vision identified earlier in the day.

   a. Academic Organization

   b. Collaboration and Interaction

   c. Connections to Core Learning

   d. Social-Emotional and Sensory Features

   e. Outdoor Experiences

   f. Community Use Spaces

2:15-2:30 | Closing Reflection

1. Have participants respond to the following prompt: *Based on today's conversation, what is one belief, value, or priority you hope guides the future of Winter Hill?*