

EDUCATION VISION

Spreading the love of learning



Hifa

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Hifa Education Vision

Presented by: The Cool Education Company
Created by: Noan Fesnoux and Mauricio Camacho
Illustrated by: I Wayan Agus Aristana

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These individuals challenged certain ideas, offered new ones, celebrated certain concepts, and questioned others. Most importantly of all, the power of community was fully reinforced through seeing a collective wisdom help to mature and materialise an idea that we hope will become an example of transformational and regenerative learning.

Thanks, in somewhat chronological order, to all those who took time to sit with us and hash out ideas: Baptiste Sejourne, Sergey Solonin, Chris Thompson, Jo Guelke, Tim Fijal, Dwi Rosmiladewi, Irma Sitompul, Anna Nebosova, Nuy Nurhasanah, Sally Lewis, Greg Stock, Jesse Driver, Daniel Muller, Robin Muller, Carol Da Riva, Desy Octavia, Harriet Burrows, Green School HS Students, James Larkin, Kenny Peavy, Luke Janssen, Jeff Chatellier, Peni Betasari, Jose Vallejo, and Michael Sturtz.

Gratitude goes out to all those who also connected with us virtually, either live or asynchronously. It was a treat to open up our planning documents, pour through feedback from around the world, and allow the ideas to evolve in response to this feedback. Thanks to: Sally Jenkins, Gena Rabinowitz, Tali Kassuto, Kyle Wagner, Charlotte Fesnoux, Penelope Barquero, Jason Gutzmer, Benjamin Freud, Cristin Lidzba, Maciej Remiszewski, Ryan Tierney, Gregorio Hildebrand, Reiki Cordon, and many others whose names no doubt elude me at this moment.

Introduction

For a long time, humans have been acting like the rulers of the planet and have adopted a competitive and extractive mindset that has led to a plethora of injustice. Of course, there is also a multitude of wonderful things that we have accomplished, but those cannot come at the expense of other people or the planet.

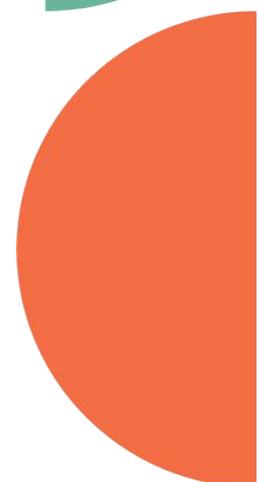
As a species, we need to come together and use our collective ingenuity and creativity to help shape a new way of thinking and operating. We must be kinder, wiser and in tune with the systems of the earth. We need to behave and make decisions that promote collaboration and regeneration. We need to learn from our past in order to build a compassionate future.

This transformational change, we believe, needs to be fostered from a young age. Which is why the education systems of the world must be redefined to reflect the importance of this shift in thought.

Hifa is our attempt to take the first step into this new paradigm for learning. This, of course, is not the only way and what may work for us, in our situation, may not work for others. But, we do hope this can be used as inspiration and as proof that things can be done differently.

The education vision presented here will continue to evolve as the project grows. We understand this is the very first version of what Hifa will one day become, as this cannot be the brainchild of just a few and it should reflect the views and perspectives of all its members.

The shift in education, though necessary, must happen in a gradual manner, as we must assure it can be adopted. For this reason, there are a few elements that might still look similar to what we find in schools today. Rest assured, the ultimate goal is to drop all the constraints and flow to wherever this journey might take us.



Mission

To promote a healthy, just and thriving planet by inspiring, empowering and skilling-up the future generations.

Vision

A world of beings who love to learn and are eager to make regenerative contributions everywhere they go.

Values

- **Embedded in nature:** Learn from and model nature. Nurture our role as part of nature.
- **Compassion for all as a Prime Motivator**
- **A Deep Sense of Fun and Play**
- **Agile, Adaptable, and Socio-environmentally oriented:** nature based thinking for building resilience adaptability and ecosystemic wellbeing, towards a future fit society
- **Co-Agency:** Recognize power relations, governance, collective and individual agency and organising
- **Values Based Accountability:** putting our effort where our heart is, building accountability from within
- **A Foundation of Well-being**
- **Embrace curiosity:** Nourish our innate love for lifelong learning/unlearning
- **Not bound by convention or tradition**
- **Striving for justice:** removing systemic barriers to create systems that are socially and environmentally just.
- **Be inclusive:** Grow, develop and improve with diversity
- **Culturally humble:** demonstrate a genuine interest to learn from and alongside the host island and country
- **Transparency** as clear as a clean glass door people regularly crash into

Reasoning behind our name: Hifa

Our commitment to local connections

We use the name Hifa which is Indonesian for hypha.

The core of how we function

Hyphae (plural for Hypha) are long filamentous parts of a fungi that branch out, connect and form decentralised, underground networks in which information and nourishment is shared for the benefit of the whole.

Our desire to create meaningful relationships and a strong-knit community

Hypha are present right beneath our feet. Within a forest floor, hyphae create one of the most powerful symbiotic relationships that exist in nature, which, ultimately, lead to the formation of a healthy and balanced ecosystem.

An education that develops mindsets for a regenerative future

Hyphae are one of nature's most effective solutions towards mitigating the harm humans have inflicted on earth. From their carbon sequestering capacity; to their potential as alternative materials; all the way to the effectiveness of mycoremediation.

We learn from and model nature

Fungi and its hyphae have been thriving for one billion years.

Agency and Autonomy, Agile and Adaptable

Each hyphae grows independently towards where food and nutrients are present. When it hits a spot where there is no sufficient nourishment, it turns around and branches out in a different direction.

A model to be shared and adopted worldwide

A fungi is the largest organism on the planet.

Terminology

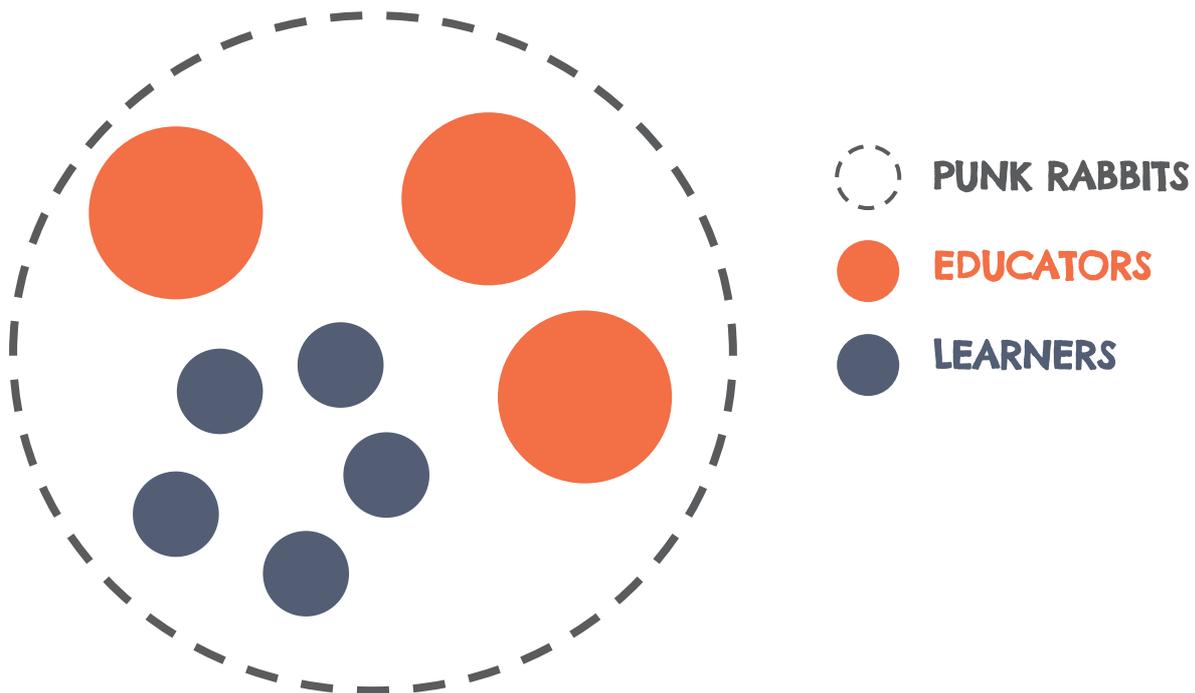
As we move away from traditional and mainstream forms of education, we want to leave behind the lexicon of old. Words like school, teacher and student carry a set of connotations rooted in the beliefs held during the industrial revolution.

Our intention is to create a whole new set of terminology to reflect Hifa's education model.

However, we believe this new vocabulary should be co-created with Hifa's community as a way to ease adoption. Currently, we have adopted a few new words, but, at times, we'll continue to use the old lexicon to facilitate the understanding of the readers of this document.

Learning program

Planting the scene



The Punk Rabbits are one of the five learning groups that form the Hifa Middle School. There are 27 punk rabbits with an average age of 13. Though the youngest punk rabbit is only 10 and the eldest is 15. Ibu Nita, Ibu Georgie and Pak Putu are the educators leading **the fluffle** (a group of wild rabbits is called a fluffle).

Using the native voting system of Hifa, the Punk Rabbits, together with their parents, decided their days would start at 10:00am and end at 4:00pm. Toby is a 13 years old boy starting his 10th season with the Punk Rabbits.

During season 2, Ibu Nita, together with the Bio Bug organisation, ran a 3 week deep dive into the world of insects and Toby has been hooked ever since. As Toby feels the end of his Middle School career is near, he has decided to use this season to demonstrate his maturity and growth. So, he has decided to start a project that will bring edible insects into the Nuanu restaurants. His enthusiasm is so big, he has convinced Lissie and Rose to join him.

Pak Putu is so inspired by his learners' motivation, he's decided to open up a project incubator that will run three times per week in the afternoons. As soon as he announced this, 4 more groups formed eager to make their ideas happen.

For the afternoons when the project incubator is not happening, Toby has signed up for Ibu Georgie's spoken poetry chapter. For three mornings of the week, The Punk Rabbits join forces with two other learning groups, "The Gorengan Eagles" and "The Monitoring Monitor Lizards", to hold an open learning period in which all educators hold different activities the learners can sign up for.

Toby has joined a Khan Academy study group to do his maths and another group playing the Spirits of Gaia role playing game. For the other two mornings, Toby's options are all around wellbeing offerings and he's chosen to use this time to really work on himself as he's getting ready to present his case to move up to high school.

As Toby has complete ownership in the design of his learning journey, he has developed a deep sense of accountability and understands his responsibilities. Once a week, he meets with one of his learning guides to discuss his progress and receive feedback. As he accomplishes the goals set by himself, he receives tokens that validate his hard work. Using his learner's badge, all progress is automatically recorded and stored on Toby's profile.

Why it's necessary to make school different

Today's education is still based on models developed when "The Paperclip" was considered a hot invention. **By rewarding memorization, individualism and obedience, above all else**, we've stuck children inside a standardised box that hinders **their ability and enthusiasm to be lifelong learners**. Our obsession with academic results is killing children's creativity and it's inhibiting their talents. This system creates a complete disconnection with the real world and disempowers our future generation. It is a failing system.

Educational theorists have been alluding to a need for a dramatic change in how we educate children for decades. With [Seymour Papert's constructionist theory](#) it became obvious just how far we could empower the learner to take the reins of their own education. [Jean Lave's theory of situated learning](#) further emphasised the need to create an authentic space for learning to happen.

There is no one size fits all model and diverse approaches should be implemented so that every learner can find the best model for them. But, the time to act is now! Our planet is at a tipping point and our future generations need to be ready to adapt, problem solve and innovate. It is the responsibility of the school systems of today to put our children in the best position to succeed in the complex world they're inheriting.



“I've concluded that genius is as common as dirt. We suppress genius because we haven't yet figured out how to manage a population of educated men and women. The solution, I think, is simple and glorious. Let them manage themselves.”

- **John Taylor Gatto**

Hifa's Approach to Learning

At the core of our educational philosophy is that of **autonomy and engagement**. Autonomy as a way to empower learners to take control of their education, both as an individual and as part of a whole. And engagement as a motivation agent that fosters a learner's curiosity, interests and passions. Engagement also refers to a learner's ability to take part in the governance and decision making processes of Hifa.

Research¹ states that engagement is a key determinant of learning. The more time learners spend engaged in the process, the more they will learn and understand. We focus on building an environment and program that allows for as much engagement through intrinsic means as possible.

At different stages of development this manifests itself differently. With our youngest learners, this presents itself as predominantly free play² and a focus on developing core social skills. As learners mature, they are challenged to build breadth of knowledge, and then shift to exploring depth of knowledge.

In terms of what is being learned, we believe in nurturing mindsets rather than instilling knowledge. We develop skills over imparting content. Our focus is more on knowing how to learn, how to ask questions, how to look for answers and how to discern information. We make emphasis on developing regenerative thinking practices that allows us to engage holistically with the challenges of our time.



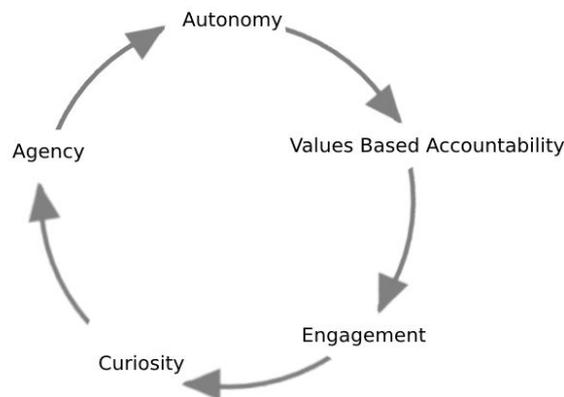
¹ Paper on [Motivation and Engagement in learning](#).

² The Lego Foundation has created a [research bank](#) that gathers the data that shows the importance of play in a child's development.

What sets it apart

To fulfil our goal of a truly engaged learner, we believe learners must take an integral part in the design of their education. At Hifa, we allow and encourage learners to shape what is being learned, how it's being learned and when it should be learned.

When children are given the power of real choice, they become agents of their own learning. When kids play an active role in this decision making process, they will be motivated to learn and will build a sense of accountability from within, based on the values the community holds. When learners are excited and are defining their own objectives, full engagement will follow. Which, ultimately, results in developing the love and desire to learn more.



How do we engage learners

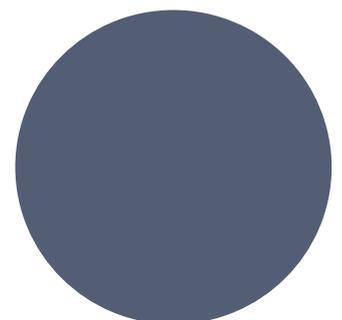
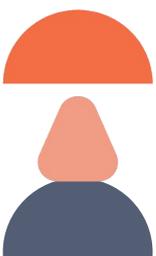
We start with the premise that humans are innately creative, collaborative and curious beings. We foster these sentiments and allow them to further develop and flourish by allowing learner agency. Rather than following an imposed set of structures, Hifa learners are responsible for making their own decisions and choices on their learning. As they co-create their education, together with other learners and learning guides, a sense of ownership and self accountability is created. Which, in turn, leads to engaged learners.

Our role as guides is to help maintain, in all learners, the awe and wonder of the world that surrounds us. As we attempt to expand the interests of our learners and we introduce them to new concepts, skills and knowledge, we aim to develop and nourish curiosity and love for learning.

In the younger years this is present by tapping into children's natural curiosity. An educator will be in charge of building the structure, context and environment in which the learning will happen. And, through fun and play, the exploration of the awe and wonder of the world will unfold. This will then lead to questions, connections and, ultimately, the desire to gain more knowledge and understanding. Our innate love for nature is nurtured at this stage. A simple awareness of the connection between people and nature is established, making sure learners feel their role as part of nature.

As learners mature, they begin to become familiar with how they learn and what they need to learn to achieve their desires. A sense of responsibility and ownership starts to develop, which allows them to become proactive in their education. Guided exploration still takes part, but passion and purpose, as well as, goal setting, reflection and feedback influence how things unfold. There is a fluid balance that happens between individual, group and educator led learning. At this stage, an emphasis is made on understanding the patterns, systems and processes by which nature sustains life. This makes sure learners appreciate and recognize their role as part of nature. And, ultimately, allows them to feel empowered to embrace the natural tendency to be stewards of their surroundings.

As learners continue to grow and develop, they will have reached a level of responsibility and accountability that allows them to strategically design their learning according to their wants and needs. They will have control of what, when and where they learn, as well as who they learn it with. At this point, the educator serves more as a guide and as a mentor who exemplifies advanced learning. When learners reach this stage, there is an emphasis on taking actions that will support and promote nature's processes for sustaining life. We focus on improving our capacities to listen and learn from different perspectives, building our abilities to co-create and innovate in response to changing context.



How do we learn

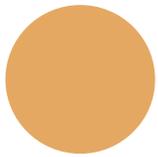
Hifa approaches how we learn from a deeply human perspective. We recognize that different people flourish in different environments, and rather than creating a central pedagogy that all adhere to, we look for incredibly passionate educators who align with our values. We then provide them with the creative latitude to co-create, together with their learners, the environment that best suits them all.

However, there are common threads that align education at Hifa. Most importantly, learning is **situated** whenever and wherever possible. This means we tap into Nuanu's community, as well as the broader island community, to find real projects, real events, and real people who are working on this. Educators guide learning around authentic and relevant concepts, expertise from our community is drawn upon regularly, and **all learners feel confident in telling the story of why they are learning what they are learning, at any given moment.**



Pedagogy

Our model is intended to be adaptable, agile and constantly evolving. Conventionally, schools have a set pedagogy to which everything else needs to fit into. In a sense, the learning is the one that adapts to the model. At Hifa, we flip things around and use a fluid framework that reshapes itself according to the current needs, interests and strengths of both the educator team and the learners. We believe in giving our educators, as well as our learners, the agency to decide, design and modify what to learn and the best way to learn it.

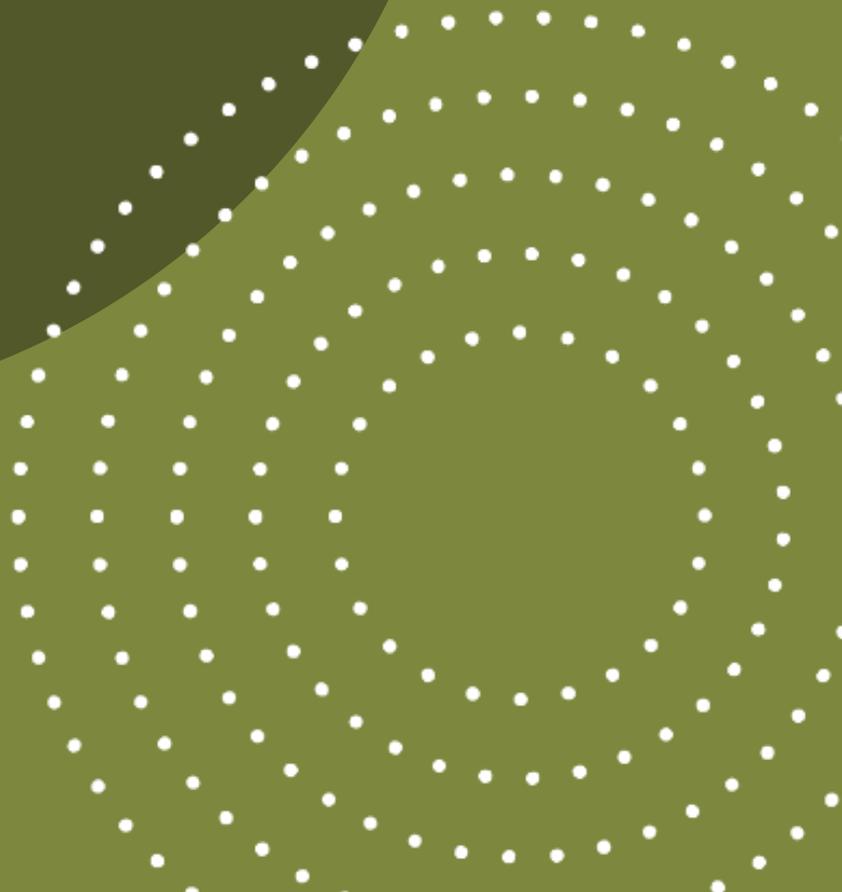


What we learn

After mastering basic life skills, such as reading, writing and arithmetics, there are very few things that are necessary for every human to know. Therefore, at Hifa, our focus is on developing mindsets, rather than seeking specific content. We trust our educator team to guide the learners in multiple types of experiences that will help them develop the Hifa mindsets.

“Humankind has not woven the web of life. We are but one thread within it. Whatever we do to the web, we do to ourselves. All things are bound together. All things connect.”

- Chief Seattle



Hifa Mindsets

Mindsets are how educators design, plan and implement effective learning experiences for learners. The concept of Mindset is shorthand for a combination of **skills and attitudes** that compliment one another to create a certain ideal.

Regenerative Mindset

A fundamental shift into seeing our world in a holistic manner in which we recognise and respect the intimate connections between all living beings and systems on the planet. It addresses the need for humans to rebalance and restore our place in this interconnection, as the only way to heal socially and environmentally³.

Compassionate Mindset

A fundamental attitude to embrace self-compassion and apply compassion to every being and situation. The ability to see value in everything and everyone. To enter into disagreements with an intention to understand and value the other's experience and perspective.

Growth Mindset

This mindset plays a critical role early in an educational journey, and is continuously reinforced as learners grow and develop. The Growth Mindset, as explained by Carol Dweck⁴, embraces failure, values process over product, and builds off one's own experience rather than comparing to others.

Well-Being Mindset

In essence, a well-being mindset means growing our awareness of, and giving value to, health and balance in mind, body, emotion and spirit. In relation to yourself (physically, emotionally and intellectually), others (socially, family-wise and living beings) and the environment (the planet).

³RSA Journal Issue 4 2021 Article [What does Regenerative Thinking mean?](#)

⁴The Growth Mindset is a common tool in many educational settings, with vast resources to support this throughout a learner's educational journey.

Explorer Mindset

This Mindset⁵ establishes core skills and attitudes needed to approach the physical world with curiosity and purpose.

Infinite Mindset

To embrace change and be adaptable. To trust your intuition and imagination to experiment with new ways of thinking and working. Simon Sinek explains this clearly in his book “The Infinite Game”⁶

The Professional Mindset

This mindset is a toolbox developed for older learners, but the skills within it grow from an early age. These include values based accountability, taking on responsibility, and maintaining focus. Attitudes of integrity and opportunity seeking round out the profile.

Dreamer Mindset

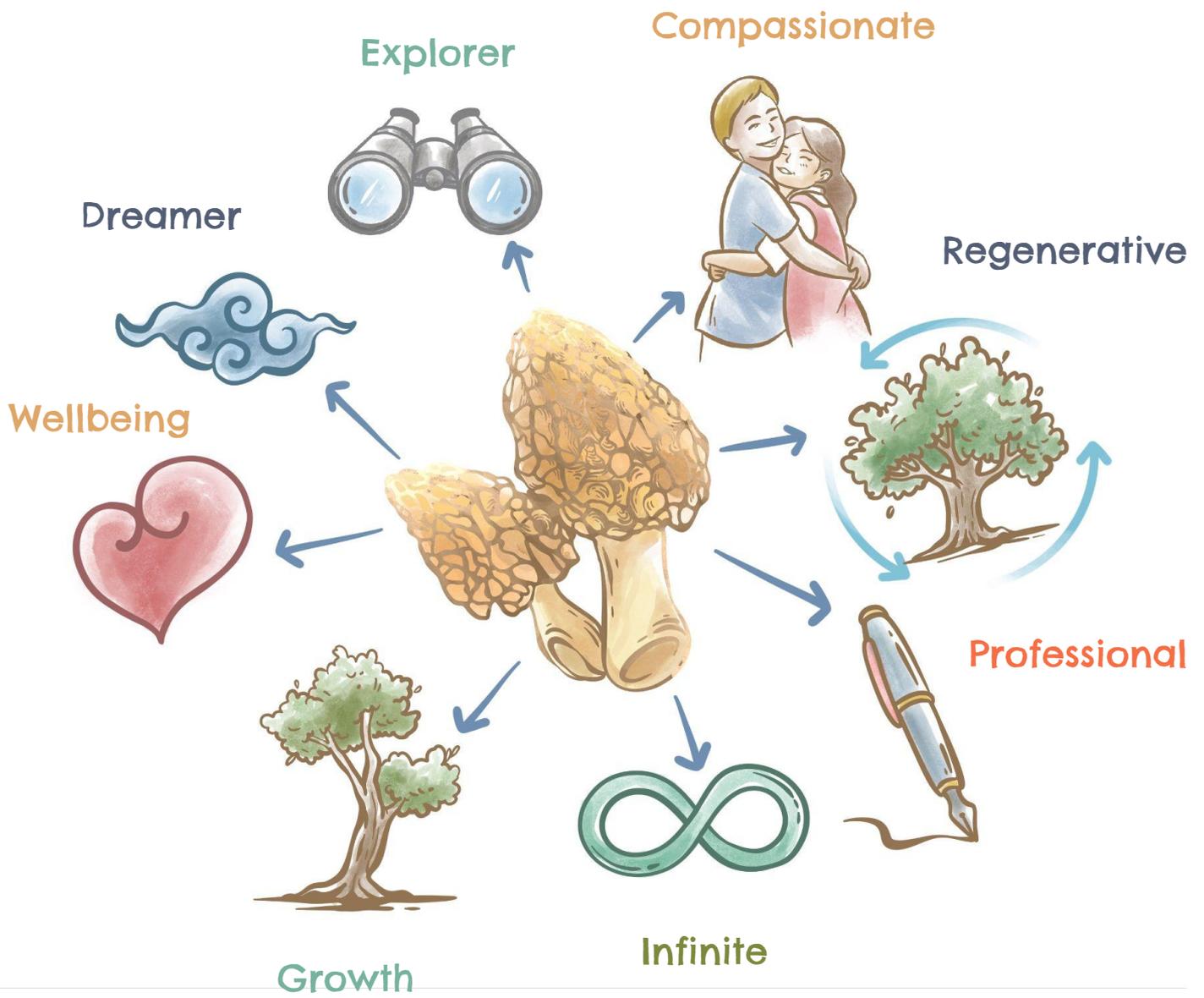
The ability to envision a world worth looking forward to and believing anything is possible. Dream big. Think positively. Work hard.



⁵ The [Explorer Mindset](#) has been laid out and finds excellent resources from National Geographic

⁶ The [Infinite game discusses 5 core practices](#) which create the Infinite Mindset. Hifa can adapt these practices to the structure of skills and attitudes

Hifa Mindsets



How we integrate technology

The educational ecosystem at Hifa is dependent on technology to function. While technology is critically intertwined with our day to day operations, we avoid siloing technology as a concept that exists independent of everything else. The ethical and balanced use of technology⁷ is thoughtfully considered in our Social Emotional Learning program. We regard technology as a tool to be used in the right circumstances, and avoid displacing activities that promote mindful focus (eg. Art using traditional media). Efforts are made to bring robotics, computer programming, and AI into the learning spaces. Educator teams may also employ low-tech periods, which vary in duration depending on the educator, their planned curriculum, and the learning cycle they are working with.

Organising learning

The Learning program functions like a **trophic cascade**⁸— there are certain events and activities which influence other events to a much higher degree. Due to this, the schedule is pretty dynamic. Common rules create a degree of predictability in the sequencing of events and activities.

Mixed Age → Group → Individual

Community Events → Immersive Experiences → Social Emotional Learning → Open Learning → Free Play

Early in the schooling experience it is the responsibility of the educator to structure the schedule and organise learning for their group of learners. They have a high degree of autonomy in doing this, and coordinate virtually with other educators using shared calendars and through regular meetings.

As learners grow, they become more independent in organising their learning. They are provided with tools to make clear decisions about how and when they learn.

⁷ As part of understanding the effective use and application of technology, it is recommended that educators follow the [Center for Humane Technology's Foundation Course](#). Learners may also take such courses as they start to create technology for the community.

⁸ A [trophic cascade is an ecology term](#) which describes indirect consequences that control the entire ecosystem. The hierarchy above creates a structure around which to plan and coordinate

“Education is not a process of alienating a person from their environment, or from their natural potential and innate talents, but rather a process of empowering their natural innate basic potential to become truly positive for himself and his fellow human beings.”

- **Butet Manurung**

Organising learners: learning cycles

Learners go through seminal cycles which reflect their stages of development⁹ (which translates roughly to age groups). The cycles share many commonalities (hands on, real world context, social emotional learning, well-being) but generally there is a shift from supervised, structured, and playful learning to independent, personally accountable, and impactful.

Learners move through these cycles based on their needs and abilities. A conversation between the learners, the educators, and their guardians helps to determine when they matriculate from one cycle to the next. Matriculation can occur between any of the terms. Benchmarks created by the education team assist in understanding the matriculation process, but are flexible in allowing for the human nature of learning.



⁹ [Piaget stages of cognitive development](#)

There are six different learning cycles covered in 3 distinct types of learning: **Spore**, **Seed**, and **Hive**.

Early Years – Spore

The youngest members of our learning community. These learners have close-knit learning groups that are co-facilitated by 3-4 educators. Much of the day is free-play, and due to the age of the learners they require pickup from family or registered friends of family. The learning experience is routine, punctuated with group excursions for special occasions.

Lower Primary – Little Seeds

Freedom to play and socialise are still core to this learning cycle. A group of 2-3 educators co-facilitate a group of up to 30 learners. The educators establish routines and norms, and provide broad spectrum learning experiences aimed at developing a breadth of understanding and fascination with the world. These learners operate out of a classroom, with excursions into the community together to highlight authentic learning experiences.

Upper Primary – Big Seeds

As learners grow they establish increased independence as well as increased personal accountability. This age group experiences increased individualization of time in the class, with more 1:1 time provided to ensure core skills are developed to an operational level.

Middle School – Seedlings

As this stage of development involves considerable changes physiologically as well as socially, the emphasis is on personal well-being and healthy social interactions. Foundational skills continue to be developed in an individualised fashion on campus, but now small groups of learners are invited into the community to engage in authentic projects. Depending on the situation these may be facilitated or may be run independently.



High School - Hive

Entering this learning cycle is a tribute to a learner's ability to self-organise and take on personal responsibility. At this point, learners have greater control over when they wish to learn, as well as what they wish to learn. They may choose to work independently at home or in the community study spaces. They are able to co-create (along with their Learning Guide) their schedule for the term. This may include internships, apprenticeship, exam prep courses— any style of learning they feel is valuable. This stage sets learners up for pathways within and beyond Hifa.

Independent Learners

Independent Learners are an extension of the previous learning cycle. Here learners are truly independent of any standards, and embrace the journey of lifelong learning as they wish. Structurally, Independent learners find similar support as the previous learning cycle, but it is up to them to access it however and whenever they see fit.

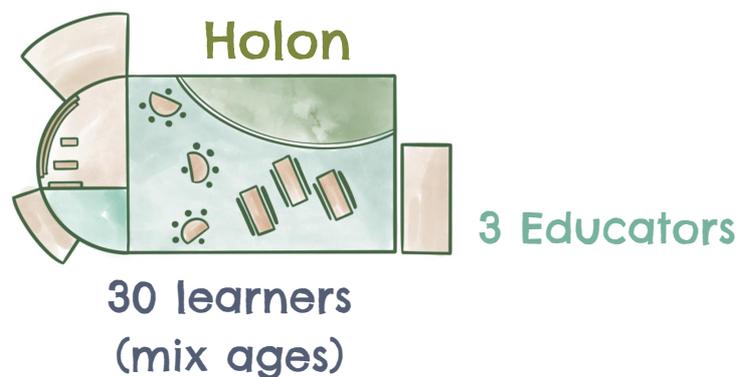


Learning Groups: Holons

We don't implement a traditional learning system of grade progression. Instead, within each learning cycle, we have multiple mixed aged **Holons** at an average 3:30 educator:learner ratio. These groups work independently from each other and interaction only happens by choice.

When a Holon reaches the cap of 30 learners, a new learning group, of that same learning cycle, will emerge.

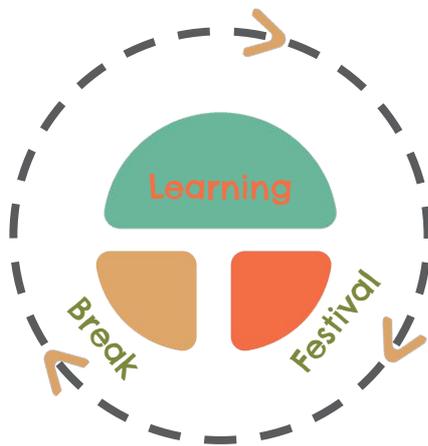
While in a learning cycle, a child will be part of the same Holon until they, together with their parents and educators, decide they're ready to make a change.



Organising time

Over a Year

Broad strategies and planning occur on a term by term level. The year is divided into 4 equal parts, called **seasons**, each of which culminates in a festival on the territory followed by a break of 2-4 weeks. These breaks allow for a reset and resupply of the educational facilities, a chance to shift learners between learning cycles, and down time for learners and educators alike.



X 4 times

Weekly

Schedules comprise of 10 blocks. The blocks denote morning and afternoon for each day of the week. This schedule is designed to allow for states of flow to be consistently attainable, and enable educators to explore a good mix of activity within these times.

08:00- 12:00



13:00- 17:00



X 5 days

³RSA Journal Issue 4 2021 Article [What does Regenerative Thinking mean?](#)

⁴The Growth Mindset is a common tool in many educational settings, with vast resources to support this throughout a learner's educational journey.

In Spore, educators generally plan for 4-8 blocks per week (a morning program 4 days per week or a full day program 4 days per week). Educators reserve 2 blocks a week to professional development and planning.

In Seed, 8 blocks are planned by the Holon education team. These blocks can extend across 4 or 5 days of the week, depending on the needs of the educators and their team.

In Hive, the responsibility to organise blocks shifts to the learner. The education team sets 4 blocks per week for their Holon, in order to coordinate, cover core well-being topics, check-in on progress, update goals and portfolios, and receive and provide feedback.

Daily

The campus is open 7 days a week, from 7:00am to 9:00pm. The morning block runs between 8:00am and 12:00pm, the afternoon block from 1:00pm to 5:00pm. Each learning group sets their hours of learning within this range. There is a growing independence that learners earn. EY and Primary generally would need pickup to leave campus. At a certain point, parents could advocate for independence to check in and out of different areas of campus as learners please; at a later age it is a given.

The Rhythm: Turning Up, Tuning In, Switching On, Stretching Out



“My mother said I must always be intolerant of ignorance but understanding of illiteracy. That some people, unable to go to school, were more intelligent and more educated than college professors.”

- **Maya Angelou**

Learning Domains

We use learning domains as guides to broaden the reach of our learning. They challenge us to explore themes and concepts that might otherwise never capture our interest. We address these domains in a transdisciplinary manner. Meaning we don't silo them into single points of study and, instead, we integrate their different perspectives in order make connections, obtain new knowledge and gain a deeper understanding of life's systems.

Our Approach to Regeneration

We build a love of the natural world early on, and develop a deep appreciation for the complexity of earth's systems. We acknowledge children are inheriting a world with huge issues that can cause a lot of anxiety in the youth. Thus, at a developmentally appropriate age, we give special emphasis to understanding environmental and social issues, while giving the space to develop the knowledge, skills and tools to be able to take tangible regenerative action.

Our Approach to the Economy

We expose our learners to the different pathways one can take to make a living outside Hifa, and we promote the understanding of how the economy shapes the world around them. We encourage entrepreneurial ventures, as much as pursuing micro-credentialing, learning about investment or participating in an apprenticeship.

We focus on promoting the values of a regenerative economy. One that is based on ecological restoration, community protections, equitable partnerships, justice, and a full and fair participatory process.



Our Approach to Health and Physical Education

From a young age, Hifa learners are exposed to activities and concepts that help develop Hifa's wellbeing mindset. Our goal is to allow learners to develop a sense of ownership of their wellbeing; to make connections between all factors that influence their wellbeing; and for them to realise the importance of leading healthy and balanced lives. Most importantly, we want to create a daily habit out of looking out for our wellbeing.

There are so many ways to make Health and PE meaningful and critical to a learner's life. We embrace a larger community to provide as diverse an offering as we can. However, it is never a 'one size fits all' type of experience. There is no guarantee that a learner will be exposed to nutrition, volleyball, yoga, or even first aid. **Our Health and PE reflects the expertise and passion we have on hand.** If a world class table tennis coach wants to share, we make the space for this to exist. The same goes for any other venture, from meditation to massage therapy; all the way to ballet, bowling or homoeopathy.

For our passionate and competitive athletes, we provide open clubs that hold regular trainings, and participate in different tournaments and competitions on island, as well as off island. Clubs are also available for all those who seek a deeper exploitation of their wellbeing.

Our Approach to Art and Music

Experience the essence of human expression at its highest. Art and Music is everywhere, and touches on everything. We employ educators who understand this, and bring it into everything they do. And that is still not enough. Our community database of artists and musicians allow educators to collaborate with professionals and expert educators to enrich the experience in all walks of Hifa.

Our Approach to Science

Understanding how Science works is a critical skill, and knowledge of Science can act as a tool to better engage with the world around you. Learning groups get regular exposure to the **scientific process** through authentic inquiry projects. While we don't have a set scope and sequence for which concepts are covered, we know that situated learning is the most authentic and effective way to learn. We address **inquiries** as they arise, and support the sense of wonder that is critical to the scientific mind.

Each learning group will have a different balance, focus and approach to embedding Science into their learning experience. Like Scientists, we experiment, observe, and discover the correlations that result in the most authentic and joyful learning experience for all learners.

Our Approach to Humanities

A core element to all humanities is **storytelling**. The stories that share our human and earthly experience are a critical element of most themes and concepts covered. We are confident that learners are exposed to relevant content on a regular basis through the integrated approach. Storytelling is also used to foster inquiry and the art of questions and hypothesis, as well as the ability to apply varying perspectives to the same story. The research component of humanities plays an integral role in many explorations the learners do. Critical thinking is a core skill addressed in humanities, as it allows us to listen, discern data, analyse, argue and navigate the lessons of old and the problems of new.

Our Approach to Numeracy

Maths in many schools develops a stigma, and polarises learners into those who love it and those who hate it. We recognize numeracy is an important language and means of communication, and employ a learner centred approach to developing improved fluency in numeracy, wherever the learner may be in their journey towards Maths. Numeracy practice occurs in many contexts: individual practice using digital tools and manipulatives, problem solving in a social context, games to enhance logical thinking, and applied numeracy wherever and whenever possible.

Our Approach to Literacy

Reading and writing are foundational skills on the road to being a lifelong learner. Books provide an essential entry point into this world, and are found throughout the learning environment. Educators employ texts and context that are situationally relevant to the whole group, and encourage individual interests and passions to be pursued through literacy.

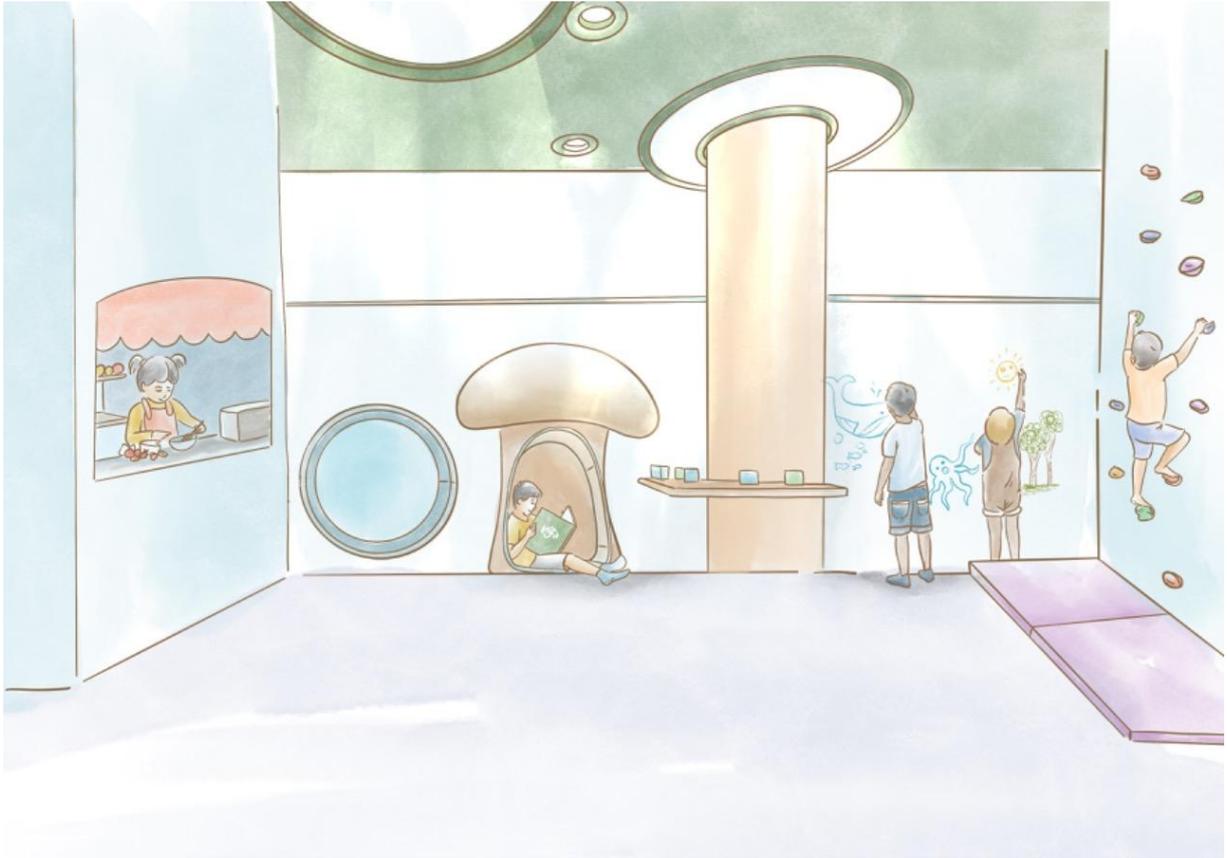
Developing skills around effective communication is a big focus of our approach to literacy. Understanding and possessing the skills to express ideas, be an active listener and consider different perspectives is critical to our programme. Emphasis is made on learning to recognize and be adaptive to different settings and contexts. Spoken, written and digital forms of communications are addressed.

“Education, if it means anything, should not take people away from the land, but instill in them even more respect for it, because educated people are in a position to understand what is being lost. The future of the planet concerns all of us, and all of us should do what we can to protect it.”

- **Wangari Maathai**

Learning environment

Planting the scene



Yuka, 8 years young, walks herself to Hifa. The car-free roads make the walk safe and enjoyable. She is an early riser, and likes to go to her learning space right after breakfast. It is quieter at that time, and that works well for Yuka. She is writing and illustrating a book, and finds it wonderful to get a quick start on this project. Yuka got motivated to start her book after a visiting member of the Nuanu community, who illustrates books for a living, told her about the power of storytelling. Yuka is very eager to write a story that will make others fall in love with octopuses the way she has.

As she walks through the gate of the campus she goes to her learning space, part of the Web. There are several spaces similar to hers, but thanks to her Holon's modifications, the space has become distinct. Her learning space is a mix of indoor and outdoor areas, some places are full of spots to hide and do quiet activities, while others are ready for the next big messy learning experience.

The shared outdoor playground in the centre is where some kids have started to aggregate, but Yuka finds her way into her favourite cushy corner. She knows what today has in store, since upon arrival she took a look at the digital schedule. She is used to the flexible timetable they have, and she's really excited to see a cooking class scheduled for the morning.

As the time approaches, a small vehicle (SLED: **S**upplies for **L**earning **E**xperiences **D**elivery) meanders up the lane of **The Web**. Yuka is used to seeing these, as the resources for activities always come in these mobile packages. The educators use this to good effect; just last week they did an art class near the beach, and the SLED came with a range of art supplies. The cooking SLED opens into a pop-up kitchen, complete with supplies needed for the day's activity. They use the messy area within their learning space to extend the popup kitchen outwards, and start to create the organic bliss balls they had found recipes for the previous week. They have scheduled the activity for the full morning, and are planning to sell the balls at the following Saturday morning market.

Using the sinks in the messy learning space allows for a quick cleanup, and it is now time for lunch. A second SLED arrives with food for everybody. They meet the other Holons over lunchtime and they play in the canopy shaded parts of the playground. Yuka decides to read a book, as she generally appreciates a bit of quiet time to reset before the afternoon session.

The afternoon sessions for the day allow for project development and skill building. Multiple learning groups combine to form a **Superholon**. Yuka knows she needs some number credits, and decides to join a board game table in one of the other learning spaces. The kids are older, but encourage her to join in. While there is no educator supervising the game directly, she knows and trusts the older kids here to help her out when she does not understand. She leaves the campus a little earlier than the other kids, waving goodbye to the guard on duty making sure the learners heading in and out of Hifa are accounted for.

Hari, Yuka's older brother, has a very different day in store. As any typical sixteen year old, Hari appreciates a sleep in, particularly since he was up late in a virtual meeting with one of his mentors in India. He does a bit of online skill development before lunch on Khan Academy, and then goes to meet some friends for lunch at one of his favourite warungs in the Nuanu territory. Following lunch, they wrap up with time to spare, hop on their skateboards, and zoom to the Hifa campus.

They all have a scheduled check in with their Learning Guide. The building they enter, **The Wild**, looks like a coworking space. There are meeting rooms for various size groups, and breakout spaces throughout the library stacks. Hari goes to his desk to drop his skateboard and collect the materials he will need for the rest of his day. Like all Hifa learners his age, he has a personal space to call his own, and works there regularly. He customised his space at the Nuanu Fablab to hold his guitars, as this is one of his many passions.

Hari meets with his learning guide and several other kids in his Holon. They use a meeting space booked by the guide, in this case it is open air and overlooks the river that runs through Nuanu. They begin by working on updating their goals and portfolios. In Hari's case, he's trying hard to build up his skills and knowledge in sound and music production, as he wants to fully take advantage of the resources available to him at Nuanu.

When everyone is finished, Putu, the learning guide, runs a short workshop on compassionate conversations with significant others. Once done, Hari goes back to his desk to buckle down. He knows that this time is usually when he works best independently, and has prepared his schedule accordingly.

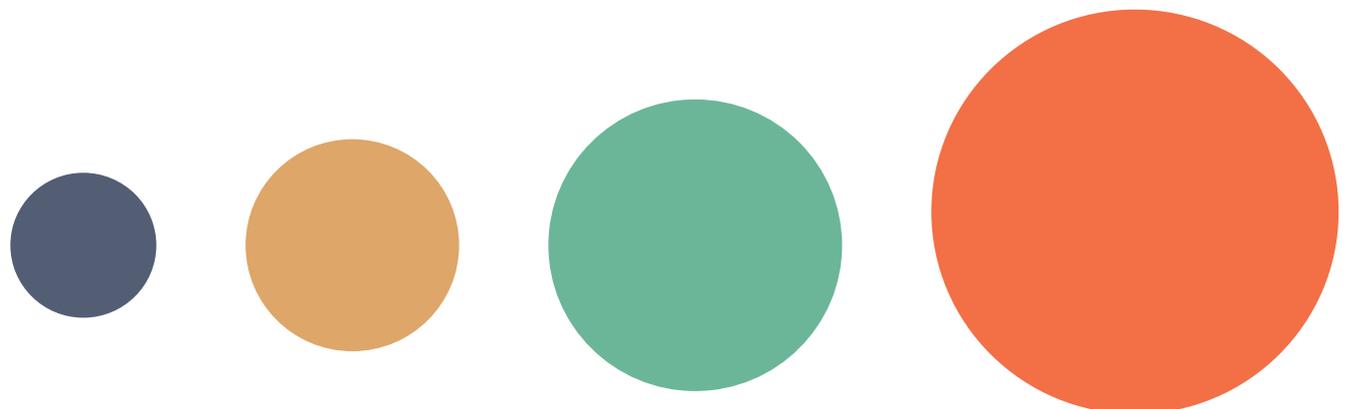
Hari's day ends with a trip to the Labyrinth Music Studios. He has taken on a role as an apprentice doing soundscape design for some of the installation art shops in the heart of Nuanu. Part of his role is to communicate the process, and his VR log of this has started to get some serious attention from the outside world. He clocks out after some time, and heads home, full of exciting stories to share with his family.



Approach

The essence of Hifa lies in its community. It is for this reason, the learning environment is specifically designed to support the creation of a strong tight knit community with shared values.

Based on British anthropologist Robin Dunbar's theory, it was decided that, in order to maintain stable social relationships involving trust and obligations, 150 is the magic number of learners to have within one campus. Meaning everytime the learner population reaches 150, a new campus will be created which will house a new and unique community.



5

15

50

150

close
friends

Super
family

Clan

Tribe



More investment in
relationship

Weaker ties

Organising the learning environment

Hifa operates each campus independently, seeking a maximum of 150 students in any given campus.

There are three distinct forms of learning spaces found in Hifa:

The Spore Space - A Learning Space designed for the youngest learners - Houses ~21px

The Seed Space - The bulk of the learning journey happens in this context, from ~6years old to ~14 - Houses ~33px

The Hive Space - A co-working style space designed for independent learning. *max. 150px*

Initially, multiple types of Learning Holon's may occupy the same campus, but as Hifa grows, it can support multiple campuses specialised for the different holons.

The Spore Spaces (collectively known as **the Nest**) present the greatest security while also providing a comprehensive and dynamic environment for the learners to grow and explore. The Seed Spaces (**the Web**) consists of similar spaces centred around a common gathering and play area. The Hive Spaces (**the Wild**) involve a greater open plan, with breakout spaces to accommodate a variety of Holons. All areas are connected through small roadways linked to a resource staging area.

Each space can be adapted to suit a range of activities through the use of SLEDs (Supplies for Learning Experiences Delivery). These sleds equip the multifunction spaces, for each learning group, for many different activities— from cooking and crafting, to board games and musical ensembles. The SLEDs originate from the Resource Hub, and are equipped by a specialist team that ensures upkeep and quality of learning supplies.



Design Principles

Our approach is to use design as a means to elevate the learning experience. The decisions made towards how things are built, how they look and how they function are all intentional and aligned with Hifa's values. Our space reflects what we stand for as a community.

The Hifa campus applies a series of design challenges to all the spaces within it¹⁰. While different ages may find different overall layouts, scale, and accessibility, the spaces all take into account the following concepts¹¹.

Regenerative

A conscious decision has been made to go beyond trying to be sustainable. A regenerative approach means to design, build and operate with the intention to reverse the damage and negative impact we cause on the environment we are based on. The effects of the design behave in a circular manner and enhance and complement nature and biodiversity. This leads to having nature embedded all around. The aim is to have a net-positive impact and to develop restorative systems that are dynamic, adaptive and emergent, and are beneficial for all living beings.



Multifunction

In search of being highly efficient, each space in Hifa serves multiple purposes; we use as much of the built environment as possible, as often as possible. A learning space may shift from group oriented activities to smaller breakouts to a performance space all within a day.

¹⁰ The design challenges listed are [featured in many award winning school designs](#). Within the list are [excellent inspiration](#) for local, cost effective building strategies that consider minimising the environmental footprint.

¹¹ The [following chapter](#) explains the extensive research that has been made in regards to the relation of well-planned school environments and learner, teacher and community satisfaction.

Modular

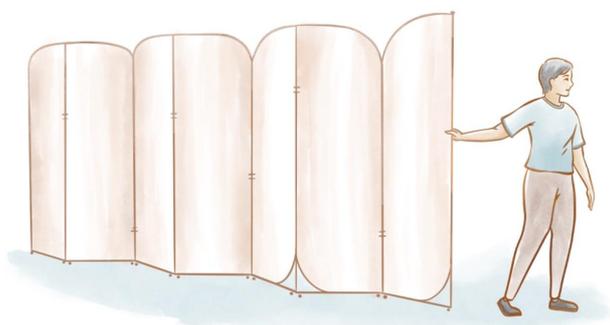
To support the most varied learning activities, furniture and spaces have been designed to have a modular element to them, so most functions expand and compress as determined by the needs of the community.



Customizable

To facilitate the democratisation of the learning environment and promote the freedom to explore and discover, there is a high degree of personalization that comes to all spaces within Hifa's campus. Furniture is operational and easily moveable into a variety of configurations.

Divisions within the room may be adapted to the needs of the educator, with flexible low lying dividers and privacy screens that can shift. Lots of space is dedicated to making the learning visible— a presentation and reflective space for learners and visitors alike.



Multimodal

To allow learning to happen through a number of different sensory modalities, each space in Hifa seeks to allow many ways for learners to interact and engage with the space. Naturally, this would include multimedia facilities such as smart boards and music stations, but are not limited to that. There are also writable chalk walls, pinboards even areas which allow for the space to be played like an instrument.



Playful

To promote all the benefits of play, such as the boost of creativity and relieving stress, all spaces in Hifa have the opportunity for ongoing discovery and play. This may be as simple as including a fireman's pole in addition to a staircase, or using furniture that can be reconfigured to become forts.



The Resource Hub

Unlike most schools, most of the resources at Hifa are centralised and mobile. The Resource Hub contains two elements: the Staging Area, where all resources are delivered, kept, and inventoried, and the SLEDs, mobile pop up resource delivery vehicles that can be sent anywhere within the Nuanu territory.

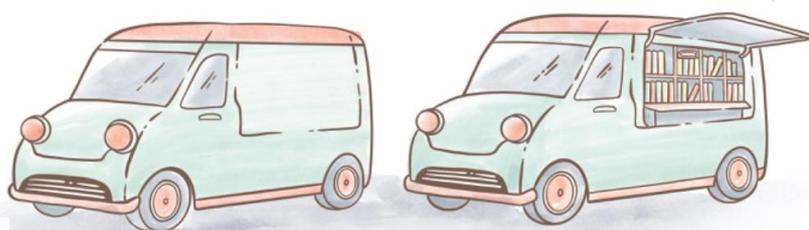
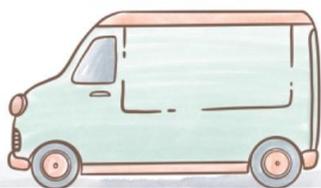
Staging Area

The staging area looks like a cross between a hangar and a warehouse. It has a large door which remains open during operation, but can be locked up for security. Learners generally do not come to this part of the Campus unless they are working with the employees (eg. as an apprentice). From the central door a central road leads to several bays, each backing on to shelves and storage of supplies. There are factors put into place to ensure that supplies in the Staging area do not mould or deteriorate in the tropical weather.

The Staging Area also has facilities to repair and maintain the SLEDs, so that they can be kept in regular rotation and use throughout Hifa's education facilities.

SLEDs

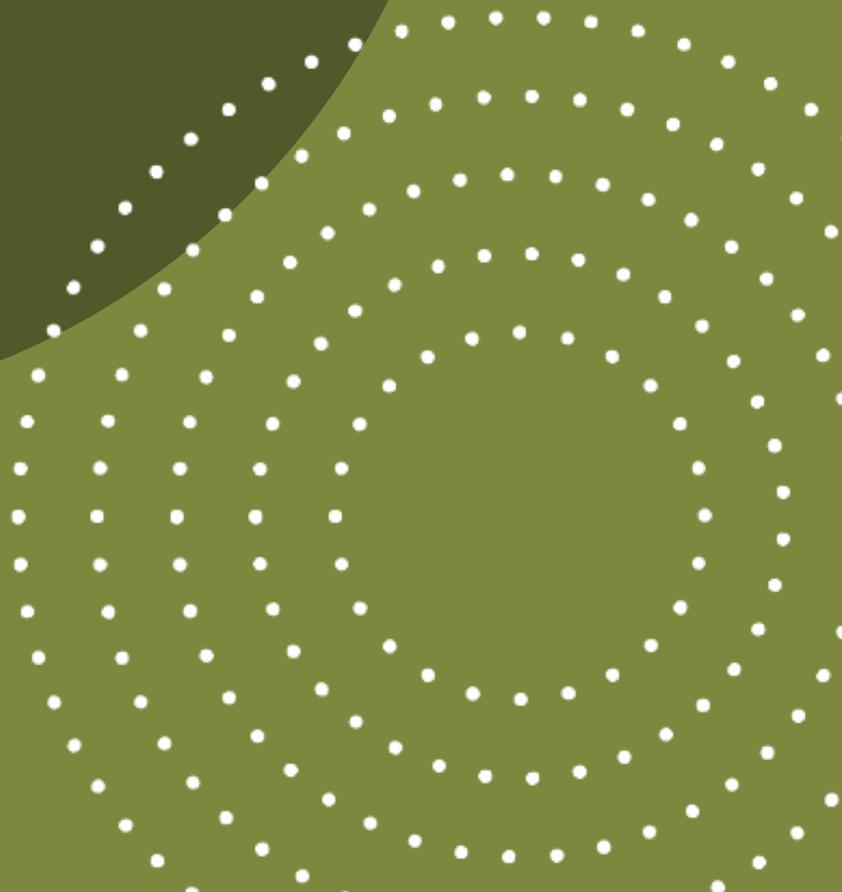
SLEDs (**S**upplies for **L**earning **E**xperiences **D**elivery) allow for agile and responsive provisioning of learning spaces, and avoid several key complications found in many schools: waste of supplies and buildup of unused resources. It also allows for any space to be converted into a specialist space. While such programs have been delivered widely in conventional education¹², the scale and sophistication of SLEDs is paradigm changing.



¹² [Art on a Cart](#) is a program that has been widely adopted in the USA. While there are certain benefits from the program (particularly economically), it has also received a good deal of criticism.

“Everything I need to
know I learned in the
forest.”

- **Vandana Shiva**



Common design elements

Miyawaki Forests¹³

Hifa's commitment towards recognizing, understanding and learning from living systems is demonstrated by pocket forests that resemble the ecosystems that existed in Nuanu before humans arrived. These forests are planted with exclusively native trees and are intended to build high biodiversity. They are embedded into the learning experience and are intended for learners to interact, learn, wander and wonder.

Toilets, showers, lockers

Toilets are found across the Hifa campus, and generally are an all in one package. In the lower years, there are toilet stalls specially designed to accommodate smaller people. The toilets are non-gendered and individual. Within each stall is a toilet and a sink.

Some stalls may also have a personal shower as well. This would be more important in Upper Years, but a good feature to have accessible campus wide.

Food Provisioning

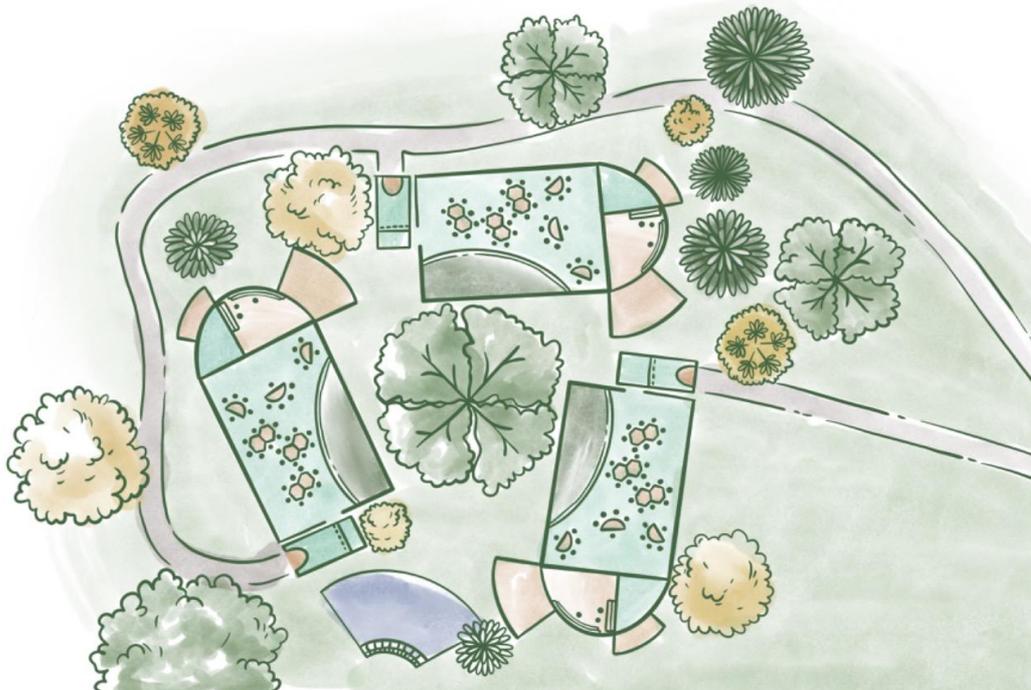
The regular meals for learners, coming from the Nuanu restaurants, arrive via SLED. Hifa does not provide food to learners, but does equip them with storage facilities if they bring food from home. In this fashion, Hifa Education can leverage the diverse and wonderful food created in the community while also providing a stable source of income for the food providers.

¹³ The [Children Nature Network](#) provides a [resource hub](#) and a [research library](#) that contain a large amount of evidence supporting the benefits nature can have on the health and wellbeing of a child.

Early years campus - The nest

Servicing the youngest learners at Hifa, the Nest provides a safe and secure space for young people to learn through experience. Situated next to the Web (Lower Years), the Nest offers a vibrant and dynamic space to play and explore.

The Nest has the most permanent equipment, specifically designed to accommodate the needs of the learners. The space still has modular elements to it, and appears as a mini version of the Lower Years space.



Food Gardens

The Early Years have garden beds that are right outside the classroom space, and are regularly tended to by different members of the class. These gardens are under the care of the whole class. Generally, harvesting of these gardens coincides with cooking activities. Gardening is an integral part of the learning programme. Not only does it help develop the senses and skills, such as patience and responsibility, but it also allows the opportunity for children to build a connection with nature and begin to appreciate and respect the processes of life.

The spore holon - Space design

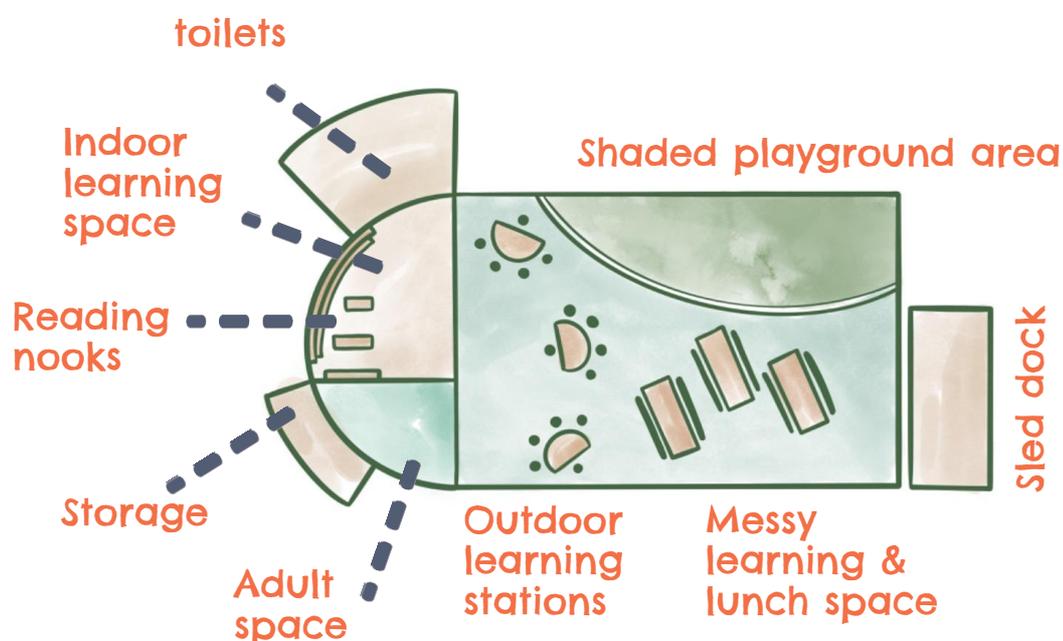
The spore holon is a learning space designed with a central area, and breakout spaces for stations to be set up with minimal effort. Since learning stations in this area are somewhat fixed, each station has a fixed setup and storage space attached to it.

The central area is open and fairly minimalist. The space has no furniture, allows for seated circles, and can be easily converted into a group play space or even a napping area. The learners meet here each morning. The space is open, connected to others, but allows for visuals about themes and learning discussed to be clearly visible.

From this central area, learners can access stations that allow them to explore, through play, a variety of different content. Stations are set up daily by the learning team.

The learning space, while open, has lots of space to present artefacts of learning that the learners and facilitators regularly curate. There are low tables set up around spaces, with chairs that suit the learner's size.

Lighting in the classroom is largely natural. Skylights ensure the space is well lit throughout. There should be an area where the light can be limited (through blinds or other means) so that media can be presented sufficiently.



Play Area

Due to the rapid development physically and socially in Early Years, each learning group has customised and designed spaces to allow for different forms of play.

Equipped Messy space

Each learning group has a space that is covered yet outdoors designed around “messy learning”. These spaces have SLED access so they may evolve into pop-up kitchens or Science labs if needed. The space has seating areas and cleanup facilities. Stations may be set up in this space as well during the learning day.



Lower years campus - The web



Outdoor Area: Play, work, hangout, relax

The outdoor area of Hifa is at the core of **The Web**. It represents half of every learning space, physical fitness spaces, hallways, and of course food production areas. The space is significantly shaded by a combination of shade trees and roofing structure.

Playfulness is designed into much of the outdoor space. It is meant for jumping over, running on, climbing through, and hiding. On the Periphery of the Community Gathering Space is a rubberized (soft) and shaded terrain park in the Lower Years campus. Moving out from there one will find Green Spaces, open air, with the occasional tree to provide shade (and maybe even some fruit if in season).

Gardens

There are classroom gardens which are under the supervision of learners all around campus. Connecting to growing and producing food is a critical piece of education in Hifa, and therefore the campus has integrated gardens throughout the landscape. Ideally, gardens are created in raised beds with paths between them so learners may access different beds. Approximately 2m² should be cultivated for each learner in Hifa. As learners begin to understand more complex concepts, regenerative farming practices are introduced, allowing learners to experience real, tangible and transformative actions that support living systems.

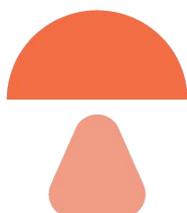
Community Gathering Space

The community gathering space should comfortably provide space for ~300 people. While bench seating can be employed, if the area is large enough to spread a small picnic blanket on it can serve many other purposes. The space should be open air yet shaded. Ideally, the space should have a design similar to an amphitheatre, with a point of focus that can support 20–30 people onstage. The space should be central, and serve purposes when not being used for community gatherings. Classes can be conducted in this space, lunch can be eaten here, and play structures can be incorporated into the mix to make it useful throughout the majority of the learning day.

Sports Facilities

The Hifa campus has a range of compact sporting facilities but does not provide learners with a full complement on campus. Hifa leverages its proximity to Nuanu's Community Recreation complex, and depends on expertise and facilities to deliver high performance and high value athletics.

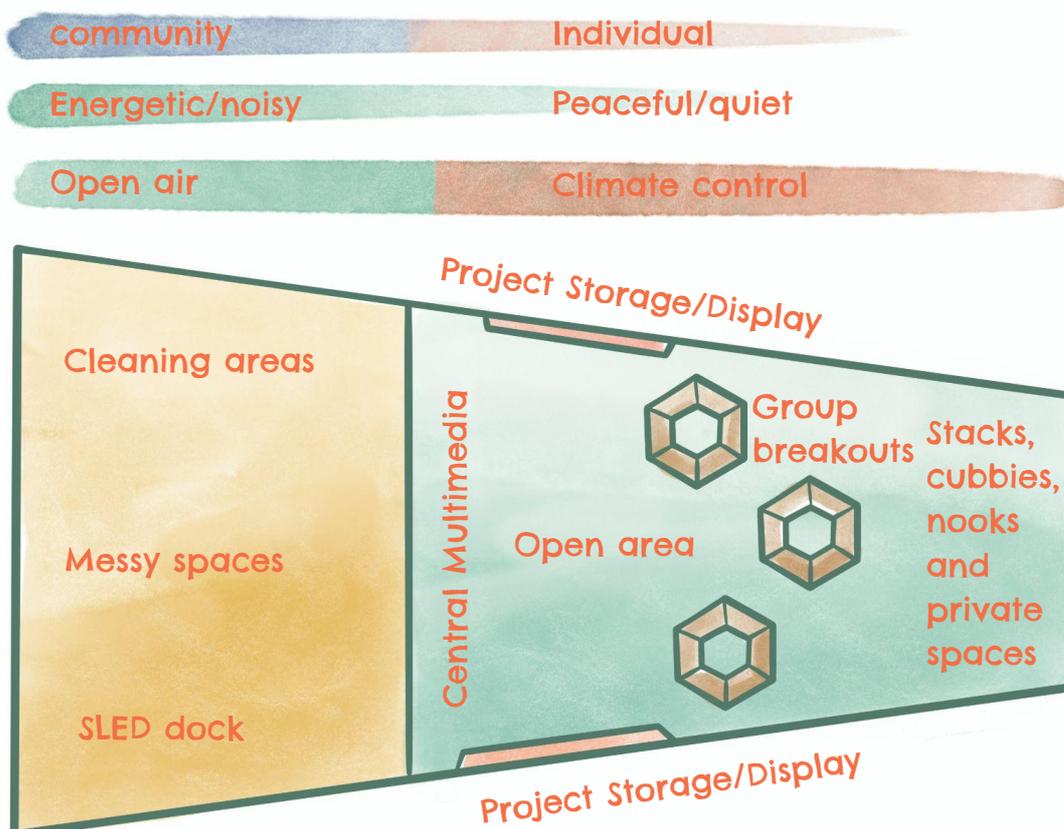
On Campus, the environment provides facilities easy to access and use geared towards building a fitness culture into Hifa. There is a small basketball court, a variety of obstacle-like challenges which can be used for circuit training (more likely as play circuits) and open field space that can provide multiple uses. There is a SLED dedicated to sporting equipment so that the open spaces can be used for multiple field games easily.



The seed holon - Space design

Overview

The Primary Learning Spaces radiate outward from the central gathering space and play area. Each shares the same fundamental structure, but offers a chance to be changed considerably through customization. The learning space for each learning group includes indoor and outdoor areas. These spaces evolve throughout the day, and are not exclusive to individual learning groups. However, there is still a sense of stewardship (as opposed to ownership) that every learner has around a given space. They know which learning space is 'theirs' and which garden plots are 'theirs'. They recognize the value they bring in curating and maintaining the spaces.



Design Concepts

Learning spaces set a precedent for what can and will be done. It is critical to hit the right balance and send the right message through an effective space design. The space needs to be organised and clean, provide a sense of being lived in and full of learning while avoiding a sense of chaos and clutter.

Indoor spaces should be shoeless environments¹⁴ and transitioning from outdoor to indoor requires the regular removal of footwear at the door. The energy level also changes as one moves between spaces. The indoor space is one of peaceful reflection and achieving a state of flow. The open plan allows for a lot of customisation as well as easy supervision. However, the indoor and outdoor spaces are clearly visible through a largely glass partition wall, making the two spaces feel distinct but also part of a larger whole.

Lastly, the learning spaces should be comfortable. They are places that are desirable to visit and stay in, and suit a wide range of personalities through accommodation to different social settings and noise tolerance levels.

Messy Space

The Messy spaces are outdoors, and make use of basic bench tables or standing tables. The tabletops are large and easily cleanable. The space can be reconfigured if need be, but generally the furniture is static. The messy space has a cleanup area with sinks, water and natural cleaning supplies available. Part of being messy is also learning how to clean up, and as part of our culture at Hifa, the learners are responsible to maintain a certain standard of cleanliness¹⁵. There is an open bay on the other side of the classroom where the SLED can be parked, allowing for easy supply of the materials needed.

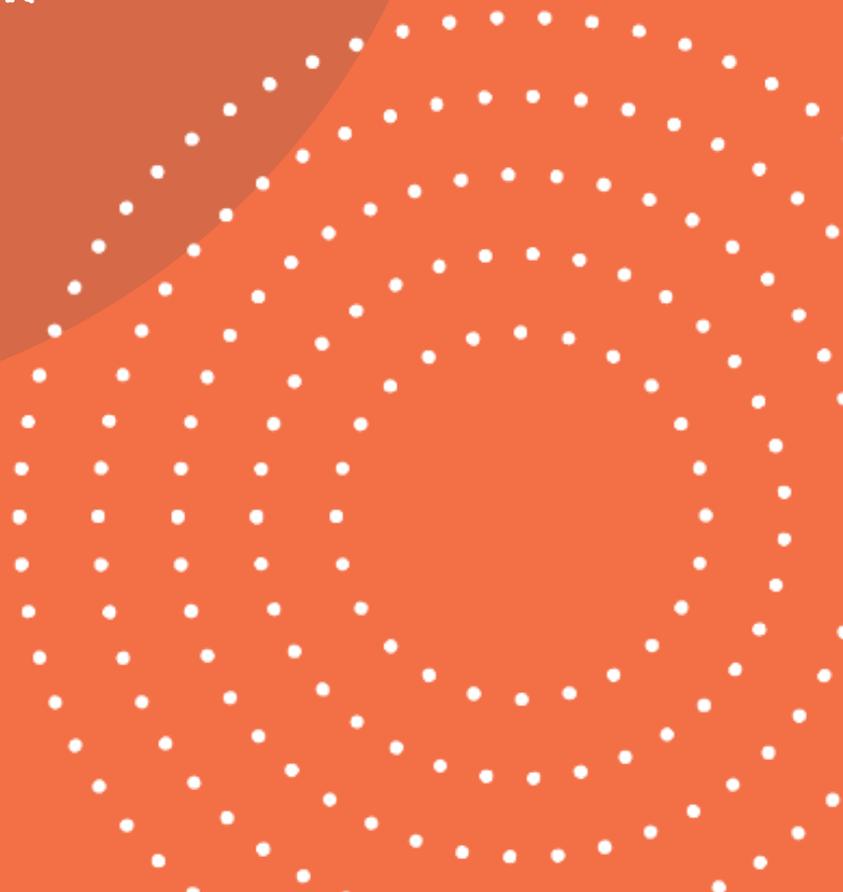
The entire space is open air and crafted so natural ventilation occurs readily. There are roofs for shade and precipitation so the space may be used irrespective of the weather.

¹⁴ Don't let the old school site fool you, [Stephen Heppell's advice](#) on space design is critical for our understanding and development of an effective learning space. His [anecdote about testosterone](#) welling up in shoes inspires in part our shoeless policy.

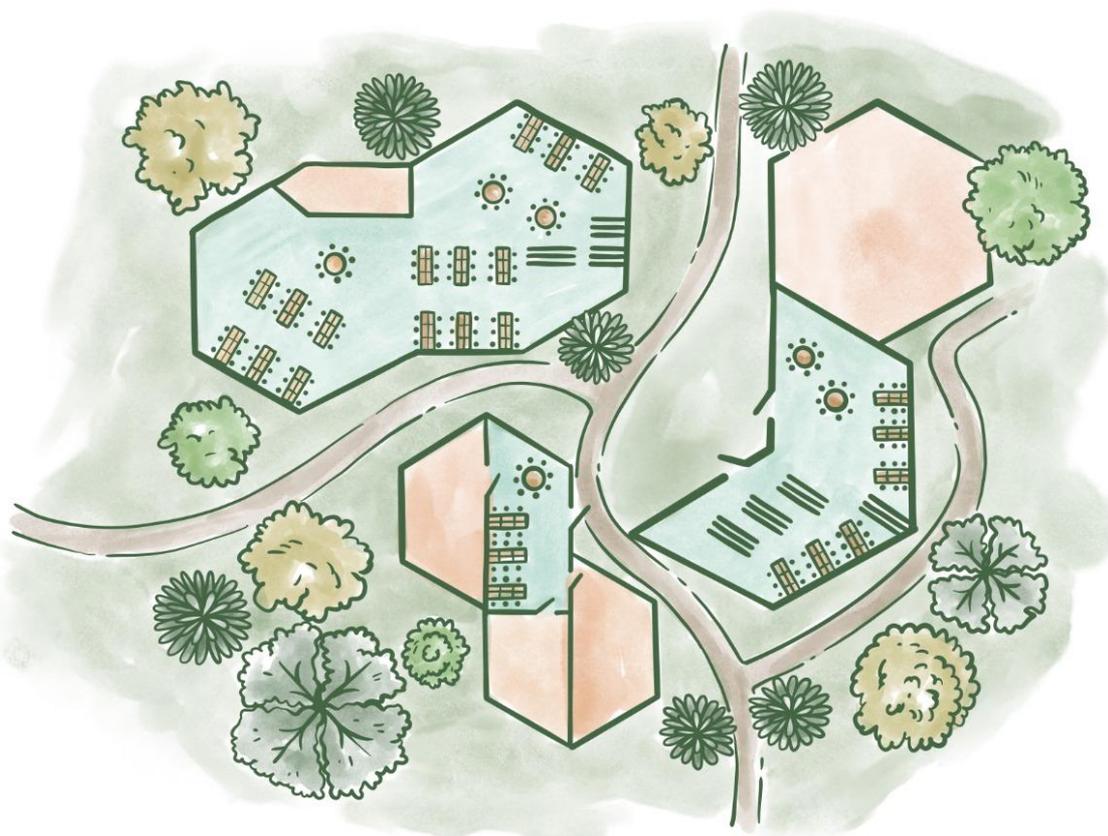
¹⁵ In Japan, this tradition is commonplace. [Here is a HundrED brief](#) about how this can be implemented.

“ There is no end to education. It is not that you read a book, pass an examination, and finish with education. The whole of life, from the moment you are born to the moment you die, is a process of learning.”

- Jiddu Krishnamurti



Upper years campus - The Wild



The Wild is a considerable evolution from **The Web**. It reflects a growing sense of independence and freedom that the learners have. The campus affords a free flow of learners throughout the day, and offers specialist spaces for a select few purposes. Much of the learning experience happens across the Nuanu Territory, but the space builds community and serves as the metacognitive and socioemotional heart of learning. On campus, learners find areas for independent study, small group work, and larger meeting spaces for lectures and discussions. There are also laboratories and libraries that learners may access. **The Wild** provides ample spaces that promote social gatherings and collaboration.

Using NFC (near-field communication), learners gain access to various areas based on their needs and what they have scheduled. The data also provides a chance to analyse behaviours and trends within an individual and across the group.

Sports Facilities

Hive learners have a dedicated small indoor fitness room for workouts, and the foyer of Hifa hosts a bouldering wall. Once learners reach this age, much of their training happens with professionals from the Community Centre, with each learner building a regime to meet their personal interests and needs.

Independent Work Space

We truly believe the Hifa Mindsets are key to building a regenerative future. Independence in learning is essential if a learner is to fully experience and develop the Hifa Mindsets. For this reason, each learner in the Hive Holon has a space to call home in **The Wild**. Their 2m² real estate allows for them to create a learning environment that suits them¹⁶. These spaces are located throughout the holon, generally in small clusters. These spaces are akin to cubicles in an open office, although never densely packed together. They also offer limitless customization—learners may design their desks, lighting, wall art, everything about the space to make it one which offers the best learning experience for the individual. Learners may include lockable pieces to safeguard their supplies, and are responsible for the upkeep and maintenance of their area.

Small Group Conferencing

There are small breakout spaces spread throughout **The Wild**, breaking up the independent work spaces. Many of these are open plan, but there are a number which offer privacy and are enclosed. The open spaces generally are designed to accommodate up to 8 people, while the small conferencing can handle as many as 16 people. The contained spaces host complete multimedia setups.

Large Meeting Space

There are multiple large meeting spaces located throughout **The Wild**. These spaces are designed for larger gatherings, guest speakers, and focused lectures. The spaces allow for a bit of configuration to suit different setups (no fixed furniture).

¹⁶ This and several other elements were inspired by the [Agora School in the Netherlands](#). The model they have put in place is a great proof of concept on self directed, self organised learning. Here is their [HundrED](#) entry for further insight.

Laboratories

While Hive Holon members rely on what is available in the community for most 'specialised' activities, science labs are one element that is still found in **The Wild**. These labs are well equipped to carry out a range of discovery experiments to help learners understand core concepts in disciplines such as chemistry and physics. Due to exposure of potentially dangerous substances, this is one of the few spaces that requires staff supervision.

Library

While nearly all resources can be found in a digital format, there is still space for a library as part of the Wild. The library as a space provides two primary purposes. It hosts a compact collection (less than 5000) of books on the stacks that appeal to a broad range of interests and curates a history of learning from Hifa learners. The space serves as a quiet space to build an appreciation and love of reading. Learners also may choose to come to this space for a mindful (meditation) break due to the quiet and peaceful environment.



Learning community

Planting the scene



Obed has a daughter who is in the lower years program, and has been in the learning community for 2 years. As a Digital Nomad, he is able to move easily from place to place around the world. However, he found himself captured by Hifa's original learning model and community. When he first arrived in the community he found himself very curious to follow the politics of Hifa. He would often read through the briefs and come to his own conclusions, but found that there was too much going on at Hifa to really keep up with all the time.

Four weeks into being a parent, he felt a strong affinity for the codification elements of Hifa, and started to focus his energy on this area. As somebody who had studied law, he appreciated that he could use his skills to engage in the conversation. He delegated the remainder of his votes to others he had met at a community meetup focused around keeping everybody up to date. In a couple cases, he queried the database about people who were seeking to increase their delegate count and found somebody whose past votes aligned with him.

After three seasons at Hifa, he felt fairly good about how he had delegated most of his votes. He did have one area where he took back his votes after a disagreement on a key topic. His delegate had voted against any refined sugar products being allowed to be delivered on campus, and Obed disagreed strongly. It angered him enough to take back his voting control for the well-being delegate he had. He decided that for the rest of that season he would become an active and autonomous voter for other issues that arose on the well-being front. He found a new delegate before the end of the season— somebody a little less strict on sugar.

In Obed's second year, he had gained a fair number of votes under his name around the topic of codification. Interestingly, he had done some work with the upper year's learners and many of them decided he would make a good delegate for them. While Obed holds the largest share of votes, he has decided that he is not interested in taking on a leadership role in this respect. However, as a powerful voting block, he works closely with the leadership team and feels strongly invested in the decisions that are being made by the learning community.

Suparman joined Hifa recently as part of the educator team. He was a little surprised when part of his recruitment meant meeting the teenage representative who is part of the Community Leadership Team. His onboarding started soon after he had signed a digital contract and was awarded a membership badge as an educator on the Community Governance Platform. Before starting his first day of work, he already had voted on a number of learning based topics. It took a fair amount of effort to become knowledgeable in the community from a distance, but he was adequately prepared that this was part of the process to integrate into the learning community.





“Our differences are our
strength as a species
and as a world
community”

- **Nelson Mandela**

Approach

Hifa seeks to create a new form of governance and operation of a learning community that is transparent, equitable, and incorruptible. Applying concepts from DisCOs¹⁷ and DHOs¹⁸, Hifa leverages DLT (Distributed Ledger Technology) to create a transparent account of the decision making process, and maintains a high level of active engagement for all stakeholders who wish to do so. While all stakeholders have an obligation to vote on all issues, they may opt to delegate their voting rights to another individual. Those who hold the largest portion of votes become part of a leadership team who guides the community throughout a learning season. While the Leadership team remains locked for the season, the delegation of votes is fluid and can change as desired by the stakeholder.

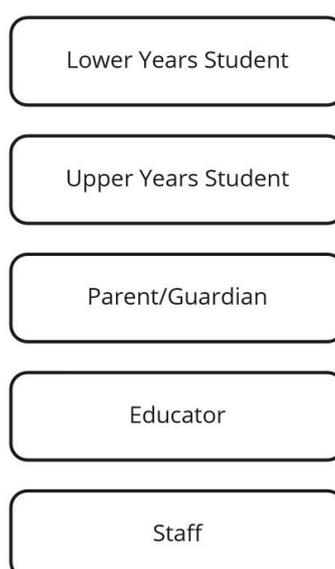
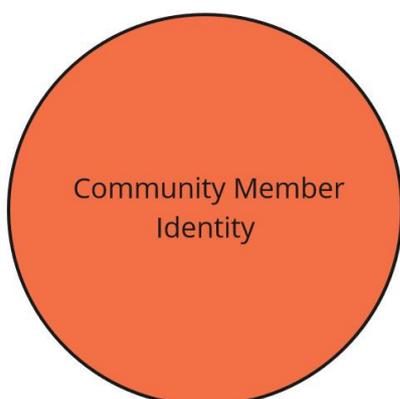
Components of the system

Each member of the Community holds an identity. Attached to that identity are Badges, which define a ruleset and limitations. Each community member receives voting rights associated with their Badge status.

Identity

Badges

Voting Rights



¹⁷ DisCOs have some excellent elements to build off of, along with novel organisational methodologies. A strong recommendation would be to explore the structure and function of DisCOs deeply and collaborate on porting to the education world.

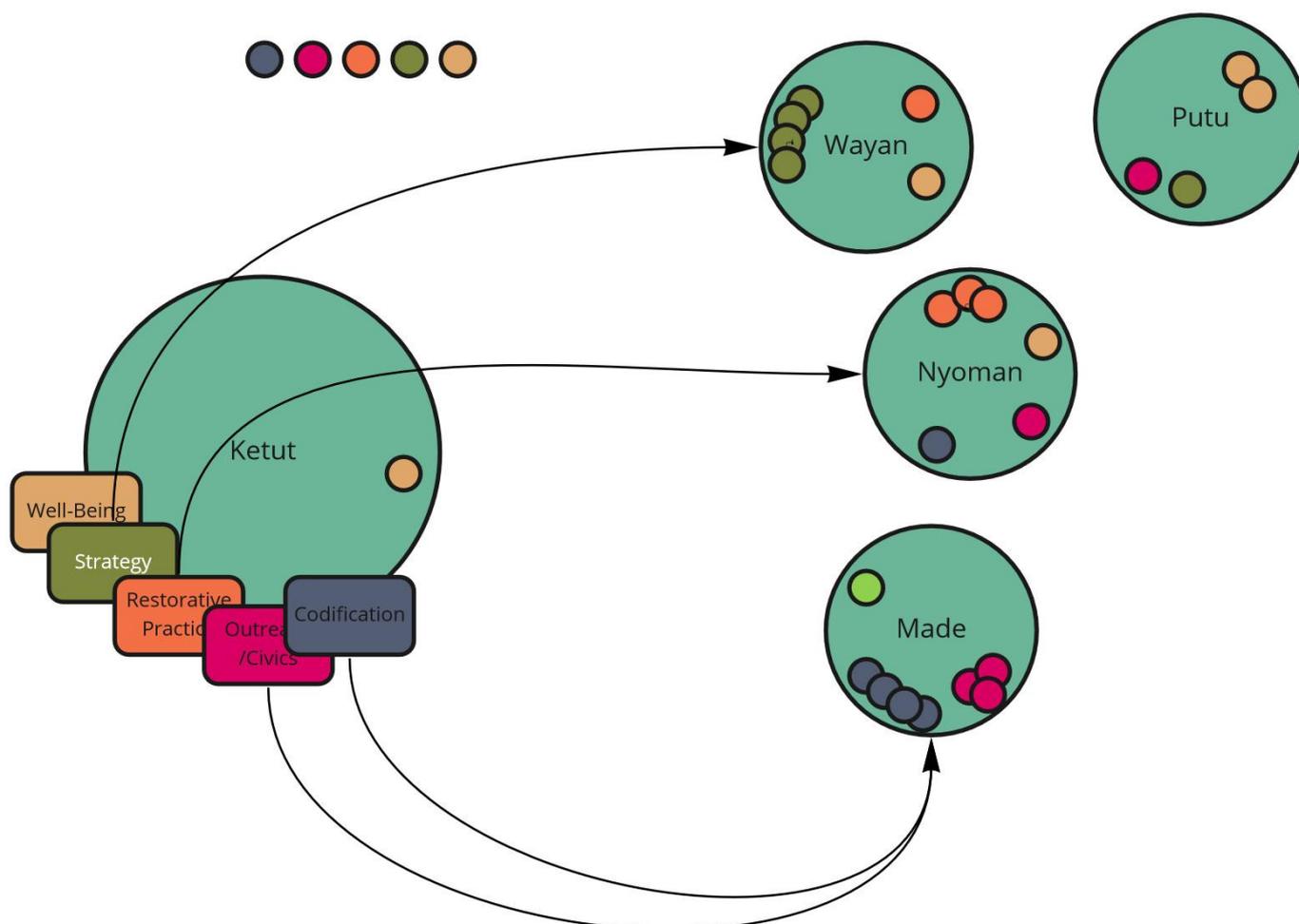
¹⁸ This concept is fairly novel, and it is through Hypha that Hypha Org Overview most research and ideation was conducted.

Delegation of votes

Each community member will be allocated voting rights based on their badges. If multiple badges apply, the member does not get multiple votes in each domain, but may be nominated for leadership as a representative under each badge class.

The community members may delegate their voting rights to any other member of the community they wish. These may be turn be delegated onwards. Each member may choose how they wish to use their votes. They may choose to maintain voting rights in any or all categories.

Those with the largest pool of voting rights are nominated leaders. It is their choice whether they wish to accept this role or not.



Governance

Normally, in a school, decisions are made by a set of individuals, be it the board of directors, the leadership team or even the teachers. But, most of the time, these groups don't necessarily reflect the voices of the entire community the decision is affecting. A lot of opinions get ignored and are not accounted for. This leads to an inefficient system that garners a lot of complaining from members and explaining from decision makers.

A DAO (Decentralised Autonomous Organisation) fixes this problem by allowing any member to cast a vote on the items that are important to them. For example, a high school parent might care to vote about the dress code and the purchasing of a new set of SLED's, but might have no interest in the lunch menu. Through the use of tokens, a DAO gives the power of decision making to the community. All votes are displayed on the blockchain making the process fully transparent.

The DAO can be used to vote on full community items or it can be adapted to an individual learning group trying to decide on a particular issue that affects them. Individuals themselves can also bring up proposals to be voted on.

The DAO is governed by a set of rules agreed by the community and it ensures the rules are implemented in a consistent manner across the board. The set of rules established cannot be changed unless it's agreed upon through a DAO voting process.

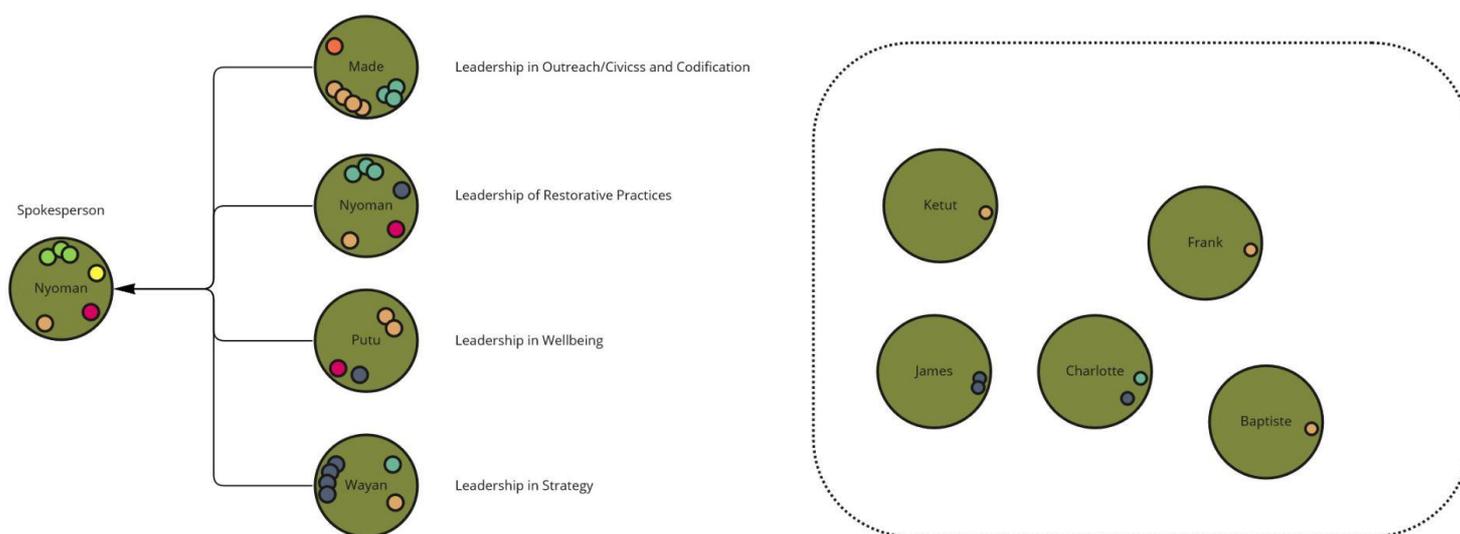
The blockchain can also be leveraged to create unique learner identities that record and verify learning happening across all the territory, as well as during activities, courses or clubs joined elsewhere.

Organisational structure

An Operating Governance Model

The Leadership team will nominate a spokesperson, who stands as a representative of the organisation. The leadership team determines which actions require voting, and all those with voting rights are required to cast their votes (including voting community members). The decision making process is transparent in that the overall summary of votes is presented, along with a "how was my vote counted" feedback for voters (for delegate oversight).

At any time a community member may rescind their delegation of voting rights, however leadership does not shift until the season has ended.



All members of the Hifa community receive badges to help identify their relationship to the community as a whole. These include "Educator, Learner, Parent, and Staff". While the badges may provide any individual with access to different voting topics, a member with multiple badges still only counts as a single voter. The voting is transparent to anybody, regardless of whether you are a badged member or not. Part of our organisation's blueprint is to inspire and inform other organisations as well.

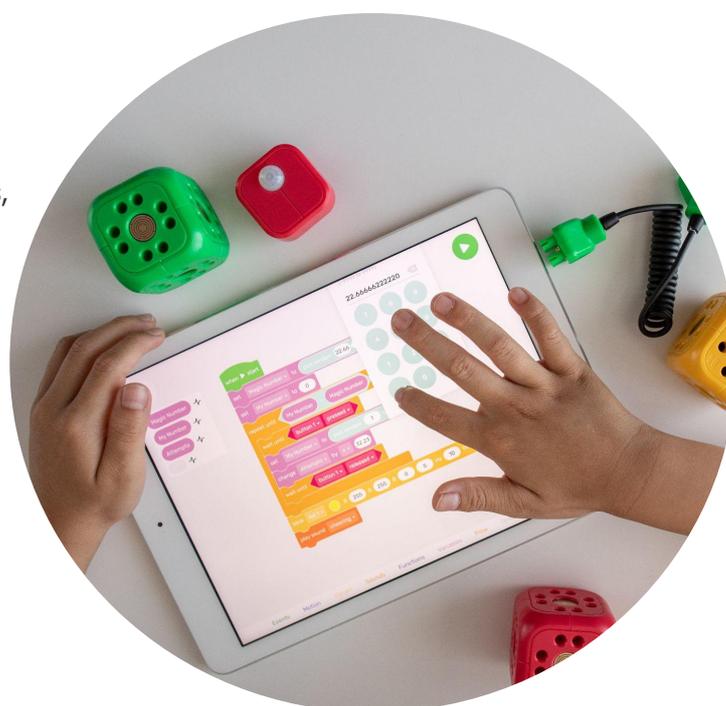
Each member may delegate their votes to any other individual. Delegation of votes may occur on a number of different 'situational roles'. The roles have been divided into categories which help create containers which determine the 'situated leadership' of the learning community.

Role	3-12	13+	Guardians	Staff	Educators
Restorative Practices	N/A	voting	voting	voting	representative
Strategy	N/A	voting	representative	voting	representative
Outreach/Civics	voting	representative	voting	representative	representative
Well-being	voting	representative	representative	representative	voting
Codification	N/A	voting	representative	representative	voting

Any voting member may delegate their votes to a representative from groups which hold representation. Those who hold the most delegates become the situated leaders for the season, helping to form a leadership team.

The organisation has a flexible leadership team that has been delegated by the different stakeholder groups in the community. These leaders are responsible for setting the path for the organisation, and bring to table the various motions which can be voted on to evolve and grow the organisation.

Delegation and formation of the leadership team follows Hifa's 4 seasons. While any member may change their delegate for their votes, the leadership team remains fixed for the season.



Onboarding

Hiring People

When it comes to education, there is no one size fits all model. There are hundreds, if not thousands, of ways to learn and not one is better than the other. We embrace this knowledge as we build our educator team. Our motto is “Strength in diversity” because we believe in bringing together all sorts of different perspectives, ideas and passions to create a rich and fun culture of learning. One that can nurture the awe and wonder of the world in each and every one of our learners.

Our educator team does share a few common traits, though. All our educators are incredibly passionate, they love to learn and they are kind and compassionate beings that hope to create a regenerative future for their learners. All educators are willing and able to work in highly autonomous environments, but also capable of high levels of collaboration.

Admitting Learners

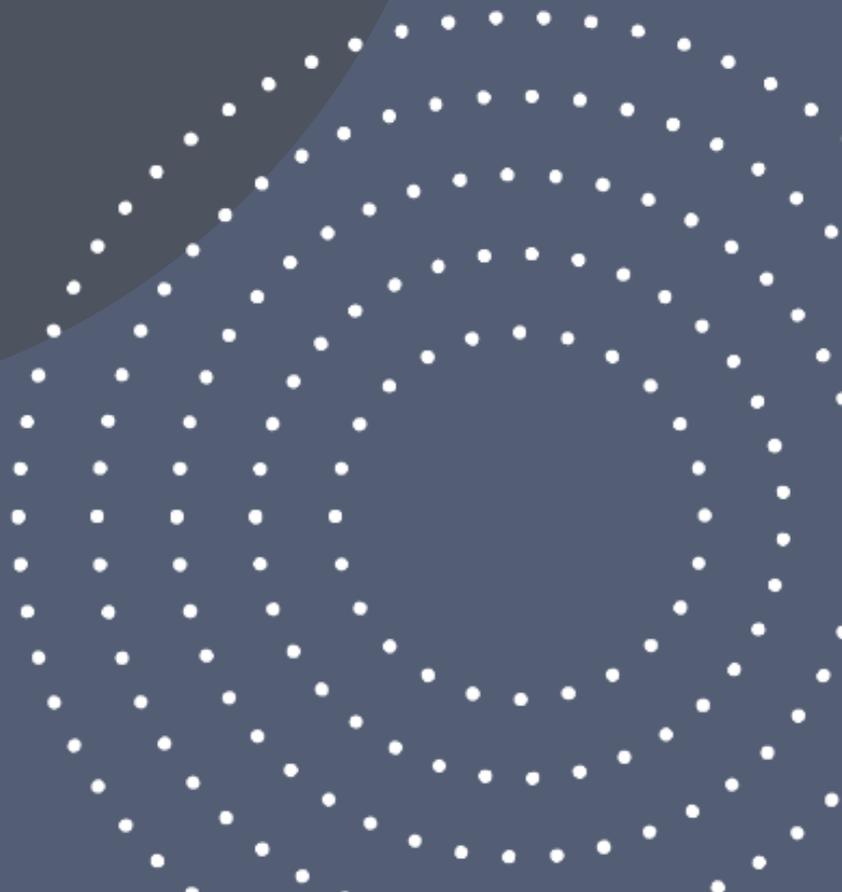
Hifa’s approach to education differs from what is commonly found in a school, so our application process is focused on making sure all parties agree the fit between Hifa and prospective learner is excellent. We define excellent fit when the following three requirements result in a positive answer:

1. The learner and their guardians fully understand Hifa’s approach to learning.
2. The learner and their guardians align with Hifa’s mission, vision and values and share the desire to work towards fulfilling them.
3. The learner and their guardians are extremely excited to be part of Hifa’s community.

To assess these three requirements, prospective families have to go through a challenge based application process.

What is fundamentally beautiful is compassion for yourself and for those around you. That kind of beauty enflames the heart and enchants the soul."

- **Lupita Nyong'o**



Profile of a Hifa Graduate

Though we embrace every individual as unique, we believe the future of our planet depends on having humans think and behave differently to how we're doing now. Therefore, a future Hifa graduate will possess the following characteristics:

- They will be kind and compassionate humans, who look after themselves and every living being.
- They will have the skills, knowledge and confidence to be thriving and active citizens in a socio-environmentally respectful way.
- They care. They care about the planet, its people and the systems that run them. They feel passionate about the issues that affect the world.
- They're savvy, proficient and have a healthy relationship with technology. They have deep respect and appreciation for indigenous knowledge.
- They're doers—They build, they fix, they plant, they make. They can survive the zombie apocalypse.
- They're always curious and never forget to have fun and play.
- They know themselves and know how to best care for their wellbeing.
- They embrace the Hifa mindsets and have an eager desire to make regenerative contributions to the world.
- They're not afraid to fail and they embrace change.
- They always try to leave a place better than they found it.



Staffing - educators

The Educators are naturally a key element to the Hifa Education Complex. However, there are a few distinct types of roles for educators at Hifa. Below you will find 3 core types of educators found on Campus.

Co-Facilitators

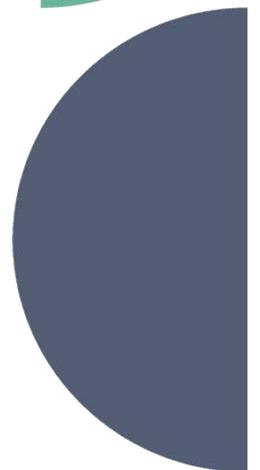
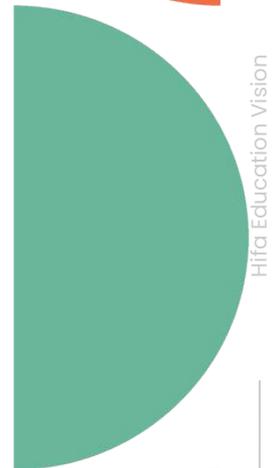
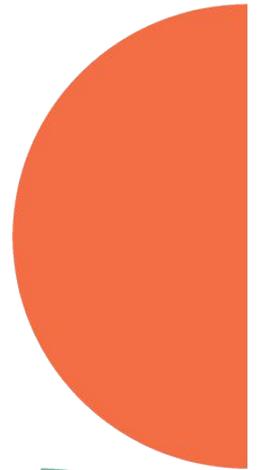
The Co-facilitators work in Early Years and Primary School. As per their name, they always work in small teams and collaborate with a group of learners. The ratio in Early Years can be as low as 1 facilitator per 6 learners, and 1:10 in Primary. Each Co-facilitator is part of a Learning Group, and generally there is a mix of local and international facilitators (although this is not always the case). The Learning Groups function autonomously, and are ultimately responsible to the learners under their care. In this respect, Co-facilitators are all professionals, able to take on the responsibility of a group of learners.

Learning Guides

In High School, the role of educator shifts significantly. At this time, the responsibility to chart the learning journey shifts from the educator to the learner. The Learning Guide moves from a position of orchestration and design to that of guidance and coaching. At a ratio of 1:12, each guide is deeply connected to the learner's learning journey, and keeps current and updated about the progress each learner is experiencing. The Guides may also take on the role of 'Expert Learners', where they model how they would go about pursuing the interests that the younger learners have highlighted. Learning Guides are well equipped to be the first line of support, and keen observers of their learners. The relationship here runs deep, and is akin to a friendship.

Well-Being Specialists

A special type of educator, one who educates both the faculty and the learners on well-being. These people are equipped with a toolbox of strategies around restorative practices, learner safeguarding, and family relationships. In some cases they work directly with learners and their families, but in others, they advise or co-facilitate with other educators in the classroom.



Outsourced Specialists

The vast majority of the educators learners will engage with at Hifa, will be outsourced specialists. These professionals align with Hifa's vision for education and provide a range of experiences for the learners. Some may be employed full-time with other Nuanu organisations, such as the Music Studio, Fam or Fablab. Others may be located outside of Nuanu and provide specialist services inside the Learning Ecosystem. Such a system allows Hifa to adapt and build from the rich learning experiences already available, provide reliable income to community ventures, and respond to a vast array of learner interests and needs.

While many of these specialists may already exist in the area, Hifa employs systems to identify needs that are not being fully met and share insight as to what the community is looking for. This is part of our Niche Analysis Ecosystem.

All specialists who work with Hifa undergo security checks and their facilities undergo Risk Assessment as per the community standard. External Specialists are on boarded into the Hifa Ecosystem so that they may provide feedback and input about any given learner.



Staffing - administrators & operations

Legal

The legal team provides a dual function. Firstly, they help navigate the path between the Hifa Education approach and Indonesian Law, as well as how we organise structurally. Secondly, the Legal team provides language and support on how we develop and operate our DLT.

Technology

The technology team is largely focused on developing and evolving the technology that underlies and advances the community. This includes developing and maintaining an agile governing structure using a DHO, DAO, or DisCO as a model, ensuring we have a robust and transparent accreditation system which helps learners build profiles and experience banks, and outward facing apps which allow the Hifa model to scale beyond our community.

Accounting

The accounting team provides oversight and support on the community's ledger. They help to quantify and qualify all the different income streams, and are vigils to ensure continuous and transparent accounting of all currencies through the Hifa system.

Resourcing

The resourcing team is in charge of running and maintaining the resource hub. They manage the operation of the SLED's and make sure all resources are stocked, organised and well kept.

Caretaker

This team is in charge of upkeeping the campus, and, most importantly, they guide the learners to become stewards of all spaces in Hifa.

Security

The security team is in charge of overlooking and recording who enters and leaves campus. They follow protocols to make sure the learning environment is kept safe, at all times.

Learner safeguarding

A protocol system is put in place to make sure all human, environmental and situational risks are accounted, assessed and planned for. It is a priority for Hifa to operate under safe and comfortable conditions.

Ceremony and celebration

There is a lot of power in creating an identity that reflects our beliefs, hopes, culture and values. A community that creates and recognises the importance of having and holding traditions, will form a bond that connects all generations throughout time. It is a shared story every Hifa community member will be able to cherish.

At Hifa, we honour achievements and failures; we welcome beginnings and ends; we pass and receive torches; we continually strive to come together and celebrate as a community. It's an essential ingredient to build a sense of belonging and enjoy the Hifa life.

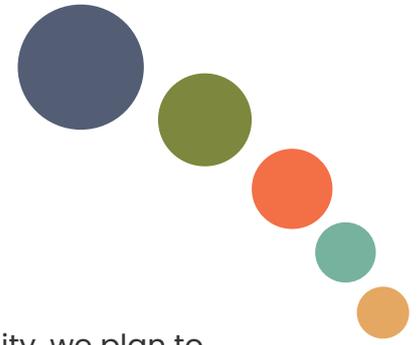
All celebrations, ceremonies and traditions are co-created, designed and modified by all community members.

Love for learning

At Hifa we promote love for learning to the core. We absolutely want all our learners to love learning and keep their sense of awe and curiosity to guide them throughout their lives.

Being a learner does not finish in high school, which is why our doors are open to Independent learners wanting to pursue an idea or venture. We provide guidance, collaboration opportunities and access to a network and resources that will support learners in their endeavours.

Local community



The Bahasa Indonesia Holon

In order to make Hifa more accessible to the local community, we plan to open Holons which operate in Bahasa Indonesia as the predominant language. Though it is expected that the main population of this Holon will be Indonesian, both international educators and learners will be encouraged to join.

How we genuinely interact with Bali and Indonesia

It is our commitment to truly take advantage and learn from our host island and country. We do this by acknowledging and respecting the local cultures and traditions and participating whenever it's appropriate. We work closely with outside organisations that expose us to the rich environment, as well as the issues affecting the island and their possible solutions.

The need to speak and understand a language is the biggest motivator to actually learn the language. So, we put emphasis on creating situations where knowing to speak Bahasa Indonesia is of great importance.

Inclusivity: How this program benefits Bali and the Balinese

We take a listener's approach and work together with the local community to design the best strategies to integrate and interact. By understanding the wants and needs of the community, we establish a strong relationship that allows us to effectively work together.

Through collaboration we look to achieve inclusivity. It's our commitment to actively establish partnerships with local organisations, who align with our mission, and let them guide us in finding the best ways to benefit the local community. Whereas that means sharing our campus and resources with other programmes (Yowana Subak and Inkuri), running desired courses and workshops or co-creating a needed solution; we are open to support.

Our campus also operates under an open door policy for local learners who may want to use our facilities. Whether they want to join an afternoon pickup game, use the wifi or have a quiet space to work; they are welcome.

We don't seek out and try to convince the local community to send their children to Hifa. However, if there is a family that actively decides Hifa is the best option for their kids, Hifa will provide Financial help.

Learning ecosystem



Where most schools work with Student Information Systems (SIS) and Learning Management Systems (LMS), Hifa goes beyond the walled learning platforms of today. There is already a shift away from these systems, with a growing interest in digital credentials and skills based transcripts¹⁹. Hifa will go further still, by creating a Distributed Learning Ecosystem (DLE) which embraces radical openness²⁰. We aim to build a platform accessible by all which can combine and feed into learner digital wallets. The learners in turn will own their records, choosing with whom and when they wish to share these records. Furthermore, the DLE will provide support and development strategies for the education providers, as well as aggregate data to best understand how the community can best grow.

The components are referred to through ecological terms:
habitat, symbiosis, niche analysis and **adaptation**

¹⁹ Mastery Transcript is a great example of a skills-based transcript that will likely evolve through the use of digital credentials.

²⁰ [Read more about radical openness](#) through this TED Blog, or [watch this TED Talk](#)

Habitat

Hifa employs a Distributed Learning Ecosystem which allows the various campuses and education providers to align and co-construct the learner journey. All community members have a digital wallet²¹ which collects the relevant data and compiles it. The wallet information is exclusively owned by the learner, who may choose to share it with whomever they like.

Benchmarks, such as when a specific goal has been attained, are presented through Microcredentials, digital badges which contain comprehensive data on the criteria²² as well as potential links to the evidence. These are referred to as Microcredentials.

As the learner accumulates microcredentials, these can in turn unlock Digital Credentials, badges which are awarded due to an accumulation of discrete learning reflections and experiences. At seminal moments throughout the process (eg. transitioning learning groups, graduating) certificates are issued which describe the high level journey the learner has undergone to receive such accreditation.

Symbiosis

Hifa is unlike any other school model, in that it truly develops interdependence between the school and learning experiences around the community. This symbiotic relationship requires a strong coordinating tool, and the DLE provides this. Hifa shares their requirements for the various age groups through the DLE, supports various education providers in growing and adapting to become dependable partners, and regularly audits organisations to ensure they provide high quality experiences and get the feedback needed to continue doing so.

Niche Analysis

A systems approach to recognizing inputs and outputs, and growing our ecosystem to meet that need.

Adaptation

A critical piece of the puzzle is creating an ecosystem that adapts rapidly to needs as they arise.

²¹ Digital Wallets such as [Learner Wallet](#) and Identities such as [Gataca](#) could be useful here.

²² These could be acquired through a variety of banks, such as the [Open Skills Network](#). We can also link each to a Mindset we are trying to develop (and even provide training to support growth of our partners

Appendices

Appendix A - Sample capstone experience



How can learners become productive citizens while still being in school? How can children gain the skills to make positive contributions to the world? How will kids learn to deal and solve the problems they're inheriting?

The Pearl is an integral part of the journey of a Hifa learner. The Pearl is designed to take learners on a focused and immersed design thinking experience that will allow them to develop the awareness, the passion, the skills and knowledge to address the real world and make positive change. While not forgetting that we always need to have fun and enjoy what we do.

The voyage of the Pearl takes learners to four different islands. Learners' first land on a place only known as LeeLouRaz. The goal here is to choose a theme and understand it. The themes are always related to a different ecosystem. The definition used for ecosystem is that of an interconnected and complex system, so the themes can cover a broad spectrum of options.

At the beginning of time, learners created the ecosystem compass. Which is a picker wheel that allows learners to select the next ecosystem to explore. Once the ecosystem is decided on, the immersive process begins.

Learners must organise a series of guest visits, field trips and research activities that will help them begin to understand their new theme. They must explore how the ecosystem functions and its importance to the planet. Lastly, they will do a deep dive in how humans interact with said ecosystem in terms of how they relate to it socially, economically and culturally. As well as how we've influenced it throughout time. An emphasis is made into the issues plaguing the ecosystem and the current thought out solutions.

Once the learners reach a consensus in terms of knowledge and understanding acquisition, they will set sail once again.

Until they reach the mighty rainbow volcano known as PatSunSon. The goal here is to design a full and complete immersion into the ecosystem. Though the main component of The Pearl is a project that relates to the theme, the immersion goes beyond a project. Learners have full control on how to design the schedule of the pearl and all of its components. The only requirement is that all decisions need to consider the ecosystem. The intention of the immersion is to make a positive contribution to the ecosystem and attempt to leave it better than when The Pearl began.



Learners have 100% control over the choice of the project, but they will follow a set of guidelines that will ensure the project chosen will keep them engaged. Multiple teams and projects will be born out of this process, but they must all collaborate to make one cohesive contribution. So all projects, though different, must compliment each other. It is incredibly important to make sure all learners are genuinely interested in their project. There is no point for them to waste their time on something they don't love.

The third place our journey takes us on is the underwater world of Narynnton. Narynnton is the place where the work gets done. The project takes life and the learners get results.

The end of the journey arrives in Dayanin a place where all projects come together and unite to put on a show and share what has been done with the rest of the world.

Appendix B - sample of application process

Early years and Primary Application process

Challenge #1 - The treasure hunt

You will receive a trail of clues and tasks that will lead you through a fun exploration of our website and video materials. When you find the ultimate treasure, you will then be invited to join a video chat where you'll be able to meet members of our Hifa community and ask all the questions you may have.

Challenge #2 - The introduction

Introduce yourself and your family to us in whichever way you think best describes all of you. It can be a video, a drawing, a short story or any other way you can think of. There is also a quick application form to be filled.

Challenge #3 - The cook-off

Inspired by some of the cooking competition shows, we will assign you a list of ingredients and a series of restrictions for your family to have some fun in the kitchen. You will need to prepare for us a video tutorial that also includes a taste test.

Challenge #4 - The superhero family

We'd like you to imagine yourself as a family with superpowers. Using any medium you'd like, we'd like for you to describe your lives as superheroes—what are your powers? What do you do on a regular day? What are your superhero names? How are you using your powers? Where do you go on holidays? Let your imaginations run wild. Anything is possible.

Challenge #5 - The meet-up

This is not really a challenge, as it's more of just a chat. Meet with our co-facilitators and specialists and get to know each other. This is the time to ask questions and get a real feel of what happens at Hifa.

Secondary Application process

Challenge #1 - The treasure hunt

You will receive a trail of clues and tasks that will lead you through a fun exploration of our website and video materials. When you find the ultimate treasure, you will then be invited to join a video chat where you'll be able to meet members of our Hifa community and ask all the questions you may have.

Challenge #2 - The introduction

Introduce yourself, your family and your best friend to us in whichever way you think best describes all of you. It can be a video, a drawing, a short story or any other way you can think of. There is also a quick application form to be filled.

Challenge #3 - Spirits of Gaia Role Playing game

To get to know each other a bit better, we'd like you to join us in a fun game of Spirits of Gaia. What is Spirits of Gaia? You will soon find out.

Challenge #4 - The superhero conundrum

Superhero stories are always based on a fictional world. Meaning there is always a villain to be faced, thus making the job of the hero quite simple—defeat the villain. But, in the real world, things would be a whole lot more complex. Like, how would you even deal with the anxiety of one day waking up with super powers? What is an actual superpower that would be useful? Who is the villain? How do you solve any of the worlds' problems? What is even right? If you destroy all the palm oil plantations to make way for forests, you would end up taking the jobs of thousands of people and would very heavily disturb many industries that, in turn, would affect millions. But, having back our forests definitely seems like the right thing to do, right? What about racism? Inequality? Or unemployment? What about gender discrimination? How would you deal with any of those huge issues? This challenge is for you to explore your life as a superhero in this actual real world. Nothing, but the fact that you have superpowers changes. Pick an issue close to your heart. It can be anything; big or small. And tell us how you would try and solve it with your newly acquired superpowers.

Use any medium you would like—write about it, make a movie, draw a comic book, perform a play, write a song. Anything you like. Go for it. The only thing to remember is there is no spoon.

Challenge #5 - The wings of death

We debated the best way for us to get to know each other. From past experience, regular interviews make it very hard to get to really know someone. So, we explored different ideas until Youtube gave us the answer. Inspired by the popular show "Hot ones", we will have a conversation while eating through a gauntlet of increasingly hot chicken or vegan wings.

