

**Phase 1: Banff Community Forum – Summary Notes  
November 14, 2007**

Themes/Key Ideas from Small Group Reports

*Envision a young person who is prepared for the world ...*

*Question 1: What skills, knowledge and qualities does this person possess?*

**Group A**

Confidence

- to have a good sense of self
- to be able to stand up for self and get own point across
- to be a learner and a teacher

Tolerance of others

- good manners
- accepting of role in the group

Understanding of preparation of a wide range of roles and responsibilities and be able to set goals

Anger - conflict resolution

Good communication skills – written and spoken clearly and logically

Ability to make decisions

The 3Rs

**Group B**

Personal attributes

- Common sense
- Being worldly
- Being an active citizen
- Respect for self and others
- Physical and mental well being
- Recognize and accept differences (racial, physical etc)
- Patience, self discipline and self control
- Ability to have fun
- Believer in the “golden rule” (empathy)
- Spirituality (not necessarily organized religion)

Skills

- Able to understand and question statistics
- Analytical skills
- Ability to use technologies

## **Group C**

### Self esteem and Resilience

- Willing to take risks
- Adaptability
- Self discipline
- Mental well being
- Commitment to finish jobs
- Mental well being
- Manners

### Skills

- ability to manage money (know risks and rewards)
- technical skills
- ability to communicate and listen
- adaptability to changing technology

Balance work and play.

## **Group D**

### 3Rs

#### Communication skills

- media literacy
- language skills
- interpersonal skills most important - ability to relate wot other people whatever world they live in

#### Adaptability and resiliency

##### Understanding of choice

- to make sense of choices
- understand timelines
- ability to open own doors
- confidence and maturity
- understand that the future has many options

#### World sensibility and connectedness

- environment
- knowledge of other cultures
- other language skills

#### Passionate

#### Problem solver

#### Curiosity and lifelong learning

## **Group E**

Mental and Physical confidence

- confidence to be self
- knowing it is safe to fail
- open minded
- ability and confidence to express and communicate emotions

Creativity – beyond critical thinking

Emotional intelligence

Work individually and together

Ability to assess information

- research information
- judge the information

Ability to handle stress

Conservation of natural resources

Appreciation for the arts and culture (history)

***Question 2: What is the role of the school and community in the preparation of this young person?***

**\*please note these are not necessarily in the same order as round 1 notes**

**Group 1**

Mentorship/positive role modeling for the student

- skills include acceptance of others, confidence, opportunity for leadership, feeling safe

Communication

- presentation of ideas, verbal and literal
- 3Rs
- Thinking independently
- Through technology
- Give kids a voice in the community

Adaptation

- new ideas and new people (multi-cultures)
- different learning styles
- focusing on a person's strength and building on it
- supporting and working with weaker learners
- acceptance

Providing opportunity

- job shadowing
- career day
- giving students an "adult" role
- different ways of presenting ideas
- support from school and community
- real world experience

Responsibility

- empathy, manners and respect
- responsibility to self (student) others, school and community

**Group 2**

Everyone is a role model

There cannot be a disconnect between parents and schools

Community and schools are partners in education

Adaptability to a changing world to ensure relevancy

All kids need to learn to read and write (need support (TAs) to do that

Remember – we are teaching kids NOT curriculum

### **Group 3**

Tools to assess individual kids needs

Tools to allow kids to better understand themselves

Give kids a voice

Seamlessness between schools and community “lift the veil”

Unique to Banff

- Education that grounds the kids in the place
- Why do we live here?
- What are Banff’s specific problems?

### **Group 4**

Adaptability – the role of school and community is to foster adaptability in students  
“adapt or die”

Engagement – both in the classroom and within the community – to foster respect,  
powerful learning and participation

Creativity – give kids an opportunity to practice creativity on schools and in community

Potential – identify potential in ALL students and maximize it

Diversity – of learning styles, of culture and teaching methods

### **Group 5**

Real world experience

- CALM program
- Job shadowing in the community
- volunteering

Innovation and forward thinking – implement innovation to support life long learning

Flexibility

- How to connect the values of the community with the drivers of the bus? How to enable the schools to adapt within the curriculum?
- Community needs stronger role.

Influence – influence the trends in education and the world and be influenced by them

Open source methodology – process of evolving content, collective knowledge

## **Group 6**

Involve the school in the community and the community in the school

Support from school and community to advance:

- critical thinking
- acceptance of each other and of structure and rules
- sense of self
- adaptability and resiliency

Village mentality – we all need to work together to achieve a balance

\* note there was some discussion of these ideas from Canmore at the Banff Forum also:

Who drives the bus of education? The province. How to connect the values of the community with the drivers of the bus? Community needs stronger role of direct ownership, control over resources. School is accountable to community but there are barriers due to restrictions from the province.