

**Phase 1: Canmore 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**

Critical/analytical/creative thinker

Self assured, gets along with others

- conflict resolution
- tolerance, respectful of others ideas
- empathy
- think outside the box, fill in the missing pieces
- how to research

**Group B**

Deep understanding of self

- comfortable with self and strengths/gifts
- look at failures as opportunities to build on
- resilient, flexible, risk takers
- \* focus on whole person, not just academics

**Group C**

Self esteem and Resilience

- deal with ambiguity
- make decisions on the fly
- comfortable defending yourself

**Group D**

Social, Citizenship and Life skills

- community minded
- environmentally and culturally aware
- media literacy
- language skills
- \* social skills most important – this point emerged stronger than the others and includes self confidence, honesty, non-judgemental attitude

**Group E**

Global Perspective - practical, tolerant, awareness of strengths

Respect for self and others

Academic and practical knowledge

Adaptable to change

Resiliency

### **Group F**

Motivated

Adaptable

Compassionate and empathetic

Broad knowledge base and life skills

- problem solving
- communication
- global perspective

### **Group G**

Capable

- kids shouldn't be perfect but should be confident in their capabilities in order to foster life-long learning

- risk taking
- compassionate

### **Group H**

Character development

Confident – ready to face the world

Skills – core math, science, english

Resiliency and risk taking

- you can win or lose. If you lose pick yourself up and face the world with confidence.

### **Group I**

Self esteem, self empowerment, self efficacy, knowledge of self, self acceptance

- critical thinking
- communication skills
- morals
- interconnectedness between people and skills

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

### **Group A**

Values identified in the first question are really the values of the community (Mining the Future). Community values into schools; schools reflect community; community to support schools (closed system).

School has to be ready to change in response to this Futures Planning exercise (ie. must listen and implement changes). The community then steps in to support the change. Community must know what comes out of this in order to support it.

We need to show our kids that the systems are interrelated and connected

## **Group B**

School's role

- develop the whole environment vs. focus on only content
- to create atmosphere and environment for learning; safe and caring environment that allows individuals to take risks

Community's role – reinforce and support the processes going on in school

School and community to work in partnership

## **Group C**

School's role

- the place education is made relevant to each individual
- provides safety to learn

Community's role

- can support everything that goes on in school; needs more involvement
- integrated and consistent support and linkage from K through 12

School as hub of the community

## **Group D**

School's role – to educate the whole child

- can't do this alone, thus the need to connect with the community
- we have a wealth of services and skills in the community that need to be synthesized into the schools (arts, music, outdoor education, mental health)
- need community to nurture the strengths of each child
- curriculum – how we deliver education should be reviewed with regards to what is best practice to meet our goals, always looking for better ways
- partners in education with community

## **Group E**

School's role

- knowledge place; intake and delivery of knowledge
- access to information

Community's role

- not separate but different
- support and infrastructure

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.

## **Group F**

### School's role

- foster a love of learning
- teach each child as an individual
- teach to interests/skills; differential learning

### Community's role

- mentorships and community experiences
- all children should have the opportunity to be community members

## **Group G**

### School's role

- individual learning needs to be considered
- look at the whole child rather than focusing on university for all (academics)

### Community's role

- strong partnerships between school and community
- role models (in community, family and school)
- school and community to work together
- school as reflection of community

Acceptance of diversity needed in both the school and the community

## **Group H**

### School's role

- take core curriculum to allow each child to develop to their potential
- develop core curriculum in a way that each child can take it into the community
- curriculum must be relevant, real and related to community

### Community's role

- set the stage with recognition of community values (from Mining the Future)
- strive to make connections to school to help deliver core curriculum
- diversity
- social services
- \* key player is the family. Family as connector between community and school

Integrate goals/values of both community and school

## **Group I**

### School's role

- provide learning opportunities in core learning for kids to act in the community
- encourage a passion to be engaged in learning
- reinforce the values that are important in the community
- build relationship with learning

### Community's role

- open and accepting of learning in the schools
- come together and become more engaged with the learning process