

Inspiring Hearts and Minds: CRPS Futures Planning Process

Overview of Input for Phase 1

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

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

- Learning for the development of the 'whole child' (the heart, mind, soul and body) and the development of multiple intelligences
- Deep understanding of self; self esteem, confidence and respect
- Relationship and interpersonal skills; empathy and cooperation
- Life long learning and work skills that are practical and adaptable
- Strong academic foundation based on literacy, mathematics and languages
- Global perspective; tolerance and understanding of other cultures
- Connectedness to and stewardship of community and the natural environment
- Use of computers, multi-media and other technologies
- Life management and balance

Selection of Key Skills identified:

Critical and creative thinking, problem solving, decision-making, conflict resolution, resilience, literacy (reading, writing, speaking), languages, practical and hands-on work experience, social and citizenship skills, independent living skills, communication and listening, life-long learning and study skills, physical/mental wellbeing and fitness, outdoor skills, self discipline, technology/computer/multi-media skills, financial management, interpersonal and relationship skills, collaboration and cooperation, stress management, research and analysis of information, teamwork, stewardship of environment and community, goal setting, innovation, organizational skills, time management, improvisation, leading and teaching others, trade and business skills

Selection of Key Knowledge identified:

Environmental and cultural awareness, core academic knowledge, morals and manners, understanding of life and career choices, multiple intelligences, arts and music appreciation, conservation ethic, social justice, history, healthy living and wellness

Selection of Key Qualities identified:

Empathy, common sense, self confidence, self awareness and understanding, self esteem, open mindedness, tolerance, friendliness, respect for self and others, honesty, community-minded, global perspective, motivation, adaptability, compassion, risk taking, fun loving, independent, resourceful, passionate, strong work ethic, determination, imagination, positive outlook, responsibility, enthusiasm

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

School:

- Create a safe, positive, fun and caring learning environment for all students and staff
- Foster a love of learning
- Teach the whole child – multiple intelligences, personal, social skills and academics
- Offer a variety of programs to support the full diversity of student needs and choices; balance resources to support sports, arts/music, trades and technology programs; encourage a range of options for students including academic and trades streams
- Provide ‘life’ skills education and hands-on learning with application to the workplace, community and home environments
- Provide solid core education – literacy, math, science, social, technology, languages
- Support excellence in teaching and administration to meet needs of all students including involvement of students in decision-making
- Encourage and support positive social interaction of students, including in-school, after school and community-based programming (outdoors and indoors)
- Build foundations for and exposure to global perspectives, community issues, choices available, diversity of ideas and lifestyles
- Balance curriculum work load with time for students to reflect, breathe, do homework and special projects, integrate school work with community activities

School and community:

- School and community as partners in education through cooperation and collaboration (e.g. volunteers, public health, business, family support, mentors/coaches, facilities use)
- Foster connection between community values and school values – schools reinforce important community values; work positively with the Province to allow local values/needs to drive program and facilities decisions; build a shared vision
- Develop support triad of family – school – community; ownership of all aspects of education by all (family, schools, community) to build integrated solutions
- Provide wider range of options for all students by offering courses and credit learning experiences in connection with the community ... community becomes the classroom
- Community’s role is to reinforce and support the learning processes going on in school; integrated and consistent support and linkage from K through 12
- Mentorship/positive role modeling for the student from both school and community
- Community-based opportunities for student job experience and practical learning, social events, involvement in citizenship
- Draw education themes, integrating concepts, delivery mechanisms from the values and assets in the communities (e.g. environmental education, outdoor activities, mountain arts and culture; sport pursuits); partner with community institutions