

## Phase 1: Teachers Forum – Summary Notes November 21, 2007

**Note:** Highlighted areas designate ideas/themes that were expressed and/or expanded upon during the group report outs and discussions. **X2 or X3** indicates ideas that were expressed two or three times.

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

**Question 1:**

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

### **Skills**

Learning how to learn, adapt to situations, evaluate X2

Learn, unlearn and re-learn

Independent learner

Use/develop multiple intelligences

Read, write, speak (including discussion/debate), literacy X2

Creativity – innovation/abstract/imaginative thinking

Critical thinking – ability to listen to other opinion, think globally and understand X2

Ask questions X2

Smart consumerism

Problem solver, solution finder X2

Resourcefulness, how to access information X2

Leadership

Ability to collaborate

Relationship builder

Teamwork skills – team player, acceptance, empathy, honesty, conflict resolution X3

Social skills – accountability, responsibility, empathy

Clear and effective communication, genuine listening X3

Language skills

Resilience

Be able to have fun

Manners X2

### **Knowledge**

Global awareness, understanding of other cultures, world events, social awareness X3

Citizenship (knowing what it means to be a member of the community), community-minded, community awareness X3

Social justice

Historical knowledge X2

Academics – reading, writing, numeracy, literacy X2

Basic living skills – fix something, grow something, do something

Financial planning

Manage and analyze information X2

How to learn, find information and answers X2

How to function/create/maintain relationships

Environment

Arts

Self knowledge – knowing your strengths; multiple intelligences X2

Know your roots; awareness of others

Goal setting

Intrinsic motivation

Healthy in lifestyle, relationships, financial – well rounded X2

Physical education and wellness, healthy living choices, emotional balance X2

Hygiene

### **Qualities**

Healthy heart, mind, soul, body – whole child/person X2

Passionate about something X3

Strong sense of ethics/morals

Respect – for self, others and things (e.g. books)

Work ethic

Empathy – sensitivity to others, awareness of others, compassionate X4

Tolerance/acceptance

Risk taking, self reliance, inquisitive

Go-getter

Resilience

Self worth – intrinsic self motivation

Stewardship of the community and environment (responsibility)

“Envisionary” – understanding consequences/effects of today’s actions tomorrow

Well rounded

Being able to multitask and prioritize

Interested

Listening abilities, as foundation for respect

Conflict resolution

Perseverance X3

Ability to take ownership, accountability

Self-assured, self-confident, self-aware (ability to self analyze) X2

Self reliance

Goal setting

Intuitive

Connectedness

Creative, imaginative X2

Flexible, dealing with change

Confident X2

Principle-centred X2

Disciplined

Joyful

Innovative

Able to recognize and deal with stress X2

Positive attitude

**Question 2:**

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

**School**

Literacy, teach reading X2

Advocate for pre-school learning

Develop responsibility and accountability in children (with community)

Create the environment that allows for ...

Exposure to global ideas/cultures

Current community issues

Create awareness, diversity, differences

Encourage exploration, choices, decisions, self discovery

Create flexibility

Get rid of stigma attached to certain programs – bias that the ultimate goal is university; work to get rid of stigma (i.e. encourage range of options such as trades pathways)

Role models

Create members of a community

Building foundations

Celebrate diversity

Enable choices

Teach the whole child – multiple intelligence, offer success for all students

Opportunities to be successful, learning how to learn

Opportunities to learn/work collaboratively

To work with families

Provide challenges, instill a passion for learning Provide a safe environment, fun, caring, conflict resolution in a respectful manner

Support and inspire

Foster a love of learning

Guide and facilitate

**Community**

Mentors and coaches

Pre-school literacy

Support schools

Role models in the community to model values – show empathy and respect

Provide opportunities in many areas (e.g. sports, theatre)

Family values – adults take responsibility too

Open to change, flexibility

Takes a village to raise a child

Support public education initiatives

Business sector – job skills

Support for families – food bank, AADAC, FCSS

Volunteers – mentors, coaches, real experiences for students, within school, work experience, RAP

Public health connection

## **School and Community Linkages**

Bridge the gap between schools and the real needs of the community

Enable choice – skills, opportunity, knowledge

Reflect needs of community to government

Building links between schools and community – share expertise

Advocacy for/or student learning

Build a shared vision

Powers of one

Courage to change the paradigm

Bringing community into the schools – be careful what you ask for (not fully informed, high expectations)

Parent – school – community triangle of support

Inspiring and support

Fostering community awareness

Celebrations of diversity

Building foundations, encouragement, fostering curiosity

Multiple intelligence but we only teach to one or two

Mentoring and exemplars of life

Community values as base, supported by school, in turn school supported by government

Communication between school and community, and higher levels of government

Be adaptable

Develop accountability and responsibility

Communication with each other and with government; to create change/recognize the kids belong to all of us

Provide wider range of options for all students by offering courses and credit learning experiences in connection with the community

Define success not just in terms of going to university – kids shut down wider range of learning to force themselves through post secondary models

Mentoring

Shared vision

Model, partnership, team approach

Support and strengthen

Sharing, caring, empathy

Exposure to the world

Foundations of knowledge and key values provided by family and supported/reinforced by school and community

Role of the family is a critical link with community and with schools

Ownership of all aspects of education by all (family, schools, community)

Community provides overall support

Healthy family = healthy school = healthy community – all integrated in a web

Overall wellness includes the wellness of school staff

Schools should not just reflect what the community wants/values, but should play a role in articulating and leading. Schools speak to the Bow Valley values in their curriculum delivery. Educators do know education now (better informed than community about education delivery) therefore can lead and advocate on behalf of students.

## **Questions posed**

How to restructure the way we teach the whole range of skills/experiences to get the whole range of attributes?

How to define the role of the schools to meet the range of needs of students?

Re: link between school and community – who's primary responsibility is it to build this link? Community should reflect the school. Does this require a redefinition of roles?