

# Inspiring Hearts and Minds: CRPS Futures Planning Process

## Overview of Input for Phase 2

In Phase 2 of the project, exploration took place of the contextual trends and driving forces of change in relation to public education program delivery, and the development of future scenarios for the Bow Valley. The list of driving forces derived from the Phase 2 public input is in the table below. The two forces chosen as the axes for the creation of scenarios were:

- Changing social fabric
- Information technology

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

**Question #1: What shifts, trends and driving forces happening in the world will impact the public school system's ability to prepare this person?**

**Question #2: Of these, which ones are the most important and the most uncertain?**

### Forces shaping the future of public education in the Bow Valley

DRIVING FORCES	DESCRIPTION
<b>Changes in the public education system</b>	Fragmentation – multiple local school boards. Will there even be any buildings necessary for school kids? How will education be delivered? Needs for different skills – critical thinking, language, integrated curriculum. Home schooling on the rise. Pressures for academic achievement.
<b>Social change and fabric</b>	Changes in the nature of the family and community. Social structures affecting the ability of CRPS to deliver education. Different relationships in our community due to cultural shifts (fragmented versus connectedness). Missing role of the extended family – who has the voice for the child? How to identify with the globalized world? Locus of support for the whole child (focal point of school providing all support vs. family/school/community each having a clear role in providing support within an integrated, collaborative system).
<b>Economic structure</b>	Living in a globalized world with increased competition and opportunity with jobs shifting away from North America. The basis of the Bow Valley's business economy will change. Different jobs in the future. Less reliance on carbon – implications for education.
<b>Demographic shifts</b>	Global population increase - population changes in cultural make up of local and regional population. Aging local population with effects on the numbers of school age

	children and availability of teachers. Immigration of different cultures to the Bow Valley. Ignorance of other cultures and languages. Part time residents increasing as percentage of the population. Implications for resources for education in the Bow Valley (i.e. availability of human, money, infrastructure resources as driven by population (#'s) and demographics (mix of people).
<b>Natural environmental pressures</b>	Global environmental change (collapse or amazing adaptation) leading to competition for resources. The quality, quantity and diversity of the Bow Valley's ecosystem(s) and the relations to our economy.
<b>Information technology</b>	Pace of change increasing, virtual connections, "plugged in". Changing relationships between self and technology and the changing notions of reality. Changing social skills and vehicles for communication – lack of face to face contact.
<b>Knowledge base</b>	Volume of information – too large to memorize – how to discern? Quantity of information, how to teach it? What technology to use to teach with? Changing role of the educator.
<b>Role of First Nations</b>	Role in the future – playing catch up now – how to get ahead of the curve? Role of family, elders, community in the future of the children and the development of their voice.