

# Inspiring Hearts and Minds: CRPS Futures Planning

## Banff Community Forum Input: Phase 3

### Introduction to forum process

The two over-arching directions for CRPS that are being used to frame the discussions tonight are to:

- 1) Deliver education that fosters development of the whole child (intellectual, emotional, social, physical and spiritual development), and
- 2) Position schools as the centre of learning and development in the community with the aim of building strong connections between schools, families and community organizations in support of educational delivery and life-long learning

### Table discussion topics

1. Program delivery – e.g. ways of delivering education; thinking beyond the traditional classroom; program options; use of technology; school day and school year schedules; student involvement ...
2. Community connections – e.g. partnership development; community networks; linkages with individuals, families, organizations; sharing of resources, expertise and learning opportunities ...
3. Learning content and assessment – e.g. ways of learning; learning beyond the 3 R's; whole child development; curriculum (content and amount of material); ways of assessing and evaluating learning ...
4. Learning places – e.g. where can learning take place; use of facilities (school and community); infrastructure; the outdoor classroom; healthy buildings ...
5. Role of teachers – e.g. changing role of the teacher; relationship between student and teacher; whole teacher development; who else is the 'teacher'; teacher training and support ...

### Discussion questions

In each of the five topic areas:

What has to be considered or happen for CRPS to move in the directions of (1) whole child development and (2) schools as the centre of learning and development in the community?

Of the ideas generated, which are the top two ideas that are most significant for achieving real and deep-rooted change?

## **Discussion notes**

### **OVERARCHING THEME:**

#### **Community involvement in education of the entire community**

The areas below are part of an integrated whole and need to be considered in relation one to another.

#### **1. Community connections**

- Build partnerships – scholarships, future work experience, workplace visits
- Community networks with individuals, families, organizations
- Build a roster of community resources and share it
- Kids out into the community
- Literacy – as a language to help people understand the value of education

#### **2. Learning content and assessment**

- If whole child development is goal – how to assess and measure – especially the “soft skills”
- Curriculum to support or resource learning – not as strictly as end-outcomes.
- Skills:
  - Focus on thinking skills
  - What is the level of applied knowledge a student needs?
  - Language development
  - Understanding culture/religion and ethics
- Push government boundaries around curriculum
- Assess why stakeholders don't value education or how they value education and what they value about education

#### **3. Learning places**

- Learning from home
- The need for human interaction beyond the on-line world
- Learning from real life examples
- Infrastructure – design can dictate use – make school building useful for community agencies and use by others in the community
- The outdoor classroom is a must in the Valley

#### **4. Program delivery**

- Whole child:
  - Consider what makes sense for students and teachers together in terms of school days and school year
  - Continue to support athletes, artists and other students pursuing their interests at a high level (and who might require more time away from the school building itself.
  - Integrate technology and understand that it is more than entertainment tool – it can be a learning and communication tool for the student (not apart from them)
  - Help kids develop collaborative learning skills (needed in the work place and is part of their socialization in a dispersed education system)
  
- Schools as a centre of learning for the community – multi-generational and multi-agency

## **5. Role of teachers**

- Teachers and parents working together to identify motivations of individual children
- Link community resources to the child's motivations
- Sell value of the community involvement in “whole child education”
- Expand community resources coming into the classroom
- Get kids into the community – take classes to the work place and institutions like the Banff Centre
- Whole teacher development – identify key qualities and skills of the whole teacher who need to be part of the whole child puzzle, role shifts, different consideration of professional development