

**Futures Planning Group Meeting
Dec 3, 2007**

Summary Notes

Kim Bater Update

Update of OECD Schooling for Tomorrow project and results of meeting with Minister of Education.

Downside: bit more work (ie. reporting, fee to join) – asking for money from the province

How will it affect the FPG: provide good information, scenarios developed, trends identified, etc.

Suggested reading material for FPG:

Schooling for Tomorrow first document

Think Scenarios: Rethink Education – will order copies for FPG

Student Facebook

40 people joined up

No comments yet

How to encourage students to give comments?

Must do it through the existing Facebook network – need to be invited – email 6 friends

Put info on the website

FPG feedback on process

Feeling cynical, input is what we came up with before – will things change?

Perhaps the time is better now (with province, with public) to initiate change

Deeper scenario learning will help to shift people toward change

One of reasons for joining OECD – build higher level support (provincial)

People will jump into what they are interested in and are motivated by

Discussion on Forum results

Remarkable similarity of answers between community, teachers, students

Common thread: teaching to the whole child

Reality is, what do we do with this, how can we ensure this happens?

Is the public implying this is not happening now?

We're doing pretty well already – people engaged as adults

Want more real-life learning experiences – teachers feeling pressure of curriculum expectations – are courses too crammed with curriculum?

School system tends to focus more on 30% that will go to university – expecting kids to take courses that are not necessary for them

Need to have a longer term perspective as a parent in terms of what kids need (don't want to close doors). In reality, the doors are more open than we think

Perception is that if you aren't in academic stream, you are in the dummy program – should be seen as both valuable

Safety at school – physically, safe to learn, safe to feel – what does this really mean?

Value social/emotional (as parents), yet still insist on academic course or path

Child is the one that needs to be invested in their education

Trying to keep enthusiasm for learning past grade 12

Getting out to experience the world outside of school, outside of the Bow Valley

Transition moments of life – need to rely on emotional strength and intelligence, not just IQ

Teachers taking care of self as well

Government pressure – for high marks in achievement tests

Academics are important, but the emotional/social development is as important

Put attention on emotional intelligence, perhaps test scores will be even higher

How to manage teacher workload/expectations so teachers can model the enthusiasm and caring that is expected

Modeling idea – teachers have degrees, are modeling the university path

How to expose kids to more ways of making their way in the world?

Government parameters are restricting options

Sharing resources within school board and with other school boards – to be able to offer the types of programs we are talking about. Have to be collaborative with other boards, agencies, organizations

Logistical issues of teachers accessing professional development opportunities

Much of what the teachers need is the same thing that the students need

Results did not state that all students need to go to university

Hearing more need for practical education

Inputs that school system puts into teachers, prep time, training etc – we could be making poor teachers along the way. Provide support for teachers that are lower performers

Bring other models of success into the schools – not just university graduates

Respect and caring for own individuality

Students motivated by success – find ways for everyone to find success

Mentoring

Seeing what we want – don't assume that it isn't happening

Disconnect between what people (public) think is happening, and what is happening in schools

Some of it is happening – heavy course load makes it difficult to focus on the EQ

Can't each EQ, must model it

Have a good system – point in direction to move it to great

How do you weave the social/emotional learnings into the present delivery

Core of the instruction, building relationships/personal growth, building community

Planning for Phase 2

Speaker Series

The speaker series presentation, by Ruben Nelson, will be held in Canmore.

Set up simulcast presentation in Banff (same as Phase 1)

Note: At the Dec 3 meeting we discussed the possibility of combining Ruben's presentation with a panel of local resource people – since then, we decided to not do a panel, but use the following small group dialogue session to ground the concepts and trends at the local level.

Date: Wed, Jan 23rd 7:00 to 9:00 pm

Location: CCHS theatre and foyer

Community Forums

Two community forums will be held concurrently in each of Canmore and Banff.

Date: Wed, Feb 6 7:00 – 9:30 pm

Locations: *to be confirmed in Banff and Canmore*

Note: At the Dec 3 meeting we discussed the possibility of doing the forums on separate nights – since then, we decided to do them concurrently so as not to have the results of one influence the other.

Teachers Forum

One teachers forum will be held in Canmore.

Date: Mon, Feb 11 or Wed, Feb 20 (*to be confirmed*)

Location: *to be confirmed*

Student Forum/Sessions

There will be no student sessions held during this phase. We will engage the students again during Phase 3.

Babysitting service should be provided for both the community and teachers forums.

Forum planning committee to meet on Mon, Jan 7th to determine questions and format of forums. Committee members: Sonja, Deb, Esme, Heather, Karen, Monika.

Communications/Marketing

People need to be informed by mid-January about the phase events (especially Speaker Series event notices)

Have Phase 2 materials ready by Sun, Jan 13th.

Carole/Felicity to produce 1-pager to describe Phase 2 focus and intent

Could hand out the 1-pager at the forums

Website to be updated with Phase 2 information