

Futures Planning Group Meeting - March 10, 2008

Summary Notes

Themes from Key Directions

- Links/connections with community
 - Partnerships with service/education providers
 - Parents/partner education
- Models of learning
 - teaching kids how to learn
 - local delivery, local control
 - credit for experience as part of learning
- Models of delivery
 - Pathways - with school, without school, collections of kids
 - nimble delivery mechanisms
- Models of assessment
- Training for teachers
- Technology beyond the Bow Valley
 - using it to connect
 - access across Bow Valley
- Enhancing learning in conjunction with teachers
- Relationship/ community building
- Student/teacher relationship
 - team-based and project-based learning model
 - internal/external
- Schools as intentional knowledge hubs
- Intrinsic learning
 - a. 3 T's, 3 R's
 - b. Determined locally
 - c. Unique expression in the Bow Valley
 - d. Define or re-define to capitalize on Bow Valley's natural assets

Key Directions (from small group reports)

Flexible calendar - to support ongoing teacher learning; provide rest; facilitate broad whole kid learning

Calendar changes to provide flexibility in teaching and learning arrangements, and support ongoing learning – special programs in summer, keep summer holiday time, whole Fridays off

Calendar change to allow (a) on-going learning for teachers (e.g. one day a week for teacher in-service) and (b) alternatives for students (e.g. to take a specialized, intensive course)

More flexibility to address education needs (e.g. home school delivery agency)

Diverse education delivery through community work, school/community cross-over, volunteerism

What does school look like? What if JrK-12 school?

Unlocking teachers from curriculum (to go beyond)

Role of teacher as facilitator, coach and mentor

Relationship building between student and teacher – relationship-based teaching; increase shared relationship; deepening all relationships and interactions (i.e. smaller classrooms) Resident coaches as 'expert' to partner with the teacher

Rely on technology to access experts; external connections

More emphasis on teacher training (IT and other)

School as knowledge hub of community – look at learning from all perspectives; centre of technology; equalizer between socio-economic/age differences

School as central to community – all work together as partners

Stronger connections with community - school artist-in-residence (or writer, drama coach) in partnership with Banff Centre; part of residency is to be in local schools for x# days/classes

True partnerships (circular) between school and community partners

Engage community – create balance for those less connected; “communal learning”

Role of community – community-based projects

Look for opportunities for community-building; building a sense of community; citizenship activities

Twin school program to reach out to other cultures and communities

Create opportunities for community building (i.e. ethnic differences)

Learning community is larger than traditional cohorts

Parent education re: what schools will look like; expectations; access to technology

Purposefully attract people to bring skills to Bow Valley

Housing policy to retain/attract young families; staff housing policy and options for school personnel (including student teachers); staff housing “teacherages”; sustainability as part of attraction

Create a ‘welcome wagon’ – coupons, build connections to community

More open communication with ATA

Financial resources

- to ensure every student has a laptop
- pay for textbooks; electronic access to textbooks
- to pay for in-service to keep teacher training current
- to encourage donations; donor receives tax benefit
- to hire resident coaches (drama, art)
- to hire an expert to partner with a teacher
- for student scholarships for summer credit camps
- for service projects
- to increase bus budget for more access

Paying for student scholarships for enhanced education experiences

Donor-advised funds for special programs

Using technology to create connectedness globally – fundamentally rethink the use of technology

Need to have a profoundly different way to assess and evaluate learning

Model of ‘enriched pods’ – a focus on an option (sports, arts, environment, academic) within the district, or within certain schools at certain times

Specific niches filled by local schools (1. Arts 2. Sports 3. Blended Grades 4. Environmental)

Expand scope of credit system to incorporate wider range of learning experiences and new ways of assessment; recognize kids for what they do

Offer scholarships for summer camps in credit courses

Strategic “attraction” policy

Create international attractions – “come to Banff, study hiking”

Blur lines between work and school

Blur the community/cultural boundaries across the Bow Valley – have kids from all communities work on a project (e.g. Grade 6’s all work on a drama production); segregation creates potential for divisions and risks leaving some kids behind (ethnic backgrounds)

Kids are taught how to learn – ability to think critically and filter information

Students learning in different ways – e-learning; smaller study groups to build resiliency, groups skills; small group ‘classrooms’; self-directed learning; study groups

Content learning through individual, project-based and small group learning

Educational partnerships across the full spectrum of early childhood education to post secondary – learning continuum across ages, intergenerational learning, seamless transitions for students, rites of passages addressed

Intentional relationship building scenarios – how to grow opportunities for socialization across ethnic/socio-economic levels; community-project emphasis

Link school to agencies

- school is central to community
- to get a learning organization
- Roles: service provider, business
- How to change concept of school as hub

Key agencies that shape direction to a learning organization

Connections/relationships between Grade 12 and community – e.g. apprenticeships

Youth trustee – re-think governance

More local control of education (governance, funds, delivery, curriculum)
Regional focused governance