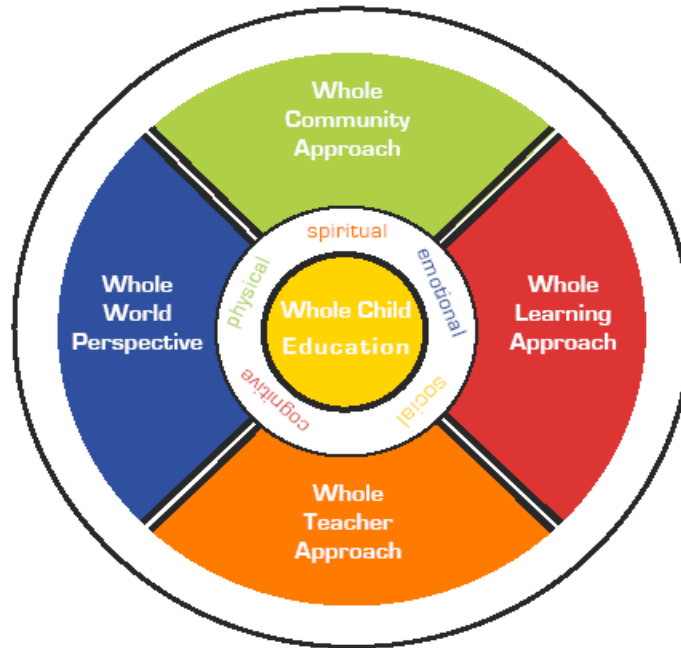


INSPIRING HEARTS AND MINDS: CRPS FUTURES PLANNING

Strategy for the Future of Public Education in the Bow Valley

*Final Report of the
Chinook Institute for Community Stewardship
June 12, 2008*



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1. SETTING THE SCENE

Canadian Rockies Public Schools initiated Futures Planning as an information and idea gathering process that identified community values, education trends and forces of change affecting education. This information is to be used as a basis to determine key directions for the future of public education in the Bow Valley. The process lasted from October 2007 until May 2008.

The outcome of the Futures Planning process is to inform future CRPS strategic planning and decision making, leading to actions that will support student learning over the short and long term.

The work of this project was guided by an active and engaged Futures Planning Group (FPG) comprising school administration, school council members, parents, teachers and other educators and students. A membership list the FPG is contained in the Appendices.

a. Project phases

i. Phase 1: Community values

This phase gathered information on:

- Parent expectations of public education
- Student needs, hopes and dreams for the future of education
- Community perspectives on the importance of and possibilities for public education
- CRPS school board, administration and staff perspectives on the future of public education within the Bow Valley communities
- Creative ideas for envisioning what is possible in public education

The focus of the output from Phase 1 was on a young person who is prepared for the world of the future. This young person would be learning for the development of the 'whole child' (the heart, mind, soul and body) and the development of multiple intelligences. He/she would have a deep understanding of self; self esteem, confidence and respect and good relationship and interpersonal skills. He/she would have a strong academic foundation based on literacy, mathematics and languages and would augment that with a global perspective and connectedness to and stewardship of community and the natural environment

In addition we asked about the role of the school and community in the preparation of this young person. The school of the future would create a safe, positive, fun and caring learning environment for all students and staff where love of learning would be fostered. A variety of programs would be offered to support the full diversity of student needs and choices that builds foundations as well as exposure to global perspectives, community issues,

choices available, diversity of ideas and lifestyles. School and community would work as partners in education of the future through cooperation and collaboration (e.g. volunteers, public health, business, family support, mentors/coaches, facilities use).

ii. Phase 2: Education-related trends and forces of change

This phase gathered information on:

- Demographic trends and changes in the Bow Valley communities and beyond
- Societal challenges and issues, and how these are reflected in the school environment
- Shifts in educational program delivery and opportunities in the Bow Valley
- Involvement of Alberta Education
- Technology advances in education delivery and learning support
- Educational research about student learning and needs

The focus of the output from Phase 2 was on the identified forces of change affecting public education in the Bow Valley (most important and most uncertain). This information was used to develop four possible future scenarios for discussion in Phase 3, which are contained within the report Appendices.

iii. Phase 3: Key Directions

This phase:

- Analyzed the information from Phase 2 on the trends and forces of change and the future scenarios to determine significant opportunities and choices regarding public education delivery in the Bow Valley.

The focus of the output from Phase 3 was to identify key directions for future CRPS program delivery and based on the above, recommendations to inform CRPS planning and decision-making. This information forms the main body of this strategy document.

Five specific areas of interest emerged as the focus of discussions for this phase: community connections, program delivery, learning content and assessment, learning places, and the role of teachers.

In addition to the above, a report for each of the three above phases is contained within the report Appendices.

b. How the project was carried out

The design of the Futures Planning process provided deep learning opportunities for teachers, students, parents, education stakeholders and members of the public who engaged in a meaningful way. To ensure this could happen, the project maintained an ongoing dialogue with the FPG and its sub-groups to assist with the planning, communications and information synthesis. It also included three phases of dialogue and information generation at community, teacher and student forums.

2. GENERAL FINDINGS

a. Overarching themes

The two overarching themes that emerged throughout the process were:

- 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

At present, there are clearly CRPS initiatives and activities that support these overarching themes. As well, gaps exist in relation to programming, support, professional development, etc. that present barriers for moving forward in these directions. CRPS intends to move beyond the quick fix to establish a clear, practical and innovative framework for future educational delivery in the Bow Valley. The two themes above provide a foundation for the content of the strategic elements and directions that follow in the main body of this document.

3. CONTENT OF THE STRATEGY

a. Principles Underlying the Strategy

The following principles provide a guide for thinking about the elements and directions to follow with reference to implementation of the strategy.

1. We are aiming to create a learning organization – across the board – whether in the school itself, at the School Board or in the administration. As part of this, there needs to be a willingness to create a climate of “testing” out new ideas, making mistakes and correcting them.
2. Nimbleness and flexibility are the watchwords. In implementation of a strategy we need to be thinking of what the leverage points are. For example, where might there be areas that fulfill these principles and fit within each of the five areas where most gains could be made?
3. Create an open architecture that is not necessarily bounded by what we know today and can be open to new ideas.
4. Implementation needs to address one area that makes an impact on and supports teachers, students and parents, so change is felt as well as talked about.
5. Taking small but significant steps that create some early ‘wins’. This will show seriousness in creating change for the future in CRPS. These wins would not necessarily cost money or be difficult to implement (e.g. creating a safe ride to school on the bus, parent link centres).
6. Not all the implementation pieces need to start and end in the first year although some results need to be seen in the first year. There may be multiple year projects as well as those that last for shorter periods of time.
7. Measurements of success may need to be thought of in unfamiliar ways – such as in a broader context, perhaps with input from students and parents.

b. Elements, Directions and Mechanisms

The framework of the *Inspiring Hearts and Minds* futures strategy is built upon five integrated elements:

- i. Whole child education
- ii. Whole community approach
- iii. Whole teacher approach
- iv. Whole learning approach
- v. Whole world perspective



During the *Inspiring Hearts and Minds* futures planning process, CRPS staff and students, and residents of all local communities, consistently expressed a strong desire to have 'whole child education' positioned as the core focus for public schools in the Bow Valley. Whole child education is the overall goal that CRPS aims to achieve through its future education programs and initiatives, therefore it is positioned at the centre of the framework diagram.

The other four elements support and move forward the work of whole child education. Each of these four elements contains a set of directions which identify important futures initiatives for CRPS. These directions form the core content of the strategy. The directions are summarized in Table 1 below.

During the final phase of *Inspiring Hearts and Minds*, several mechanisms for achieving the directions were identified. These have been placed under the relevant directions and can be seen as significant opportunities for implementation that arose from the community-based process.

Table 1: Elements and Directions

ELEMENTS OF THE STRATEGY	FUTURE DIRECTIONS FOR CRPS
i. Whole Child Education	
ii. Whole Community Approach	1. Develop 'community schools' that are the physical hub of learning in the community
	2. Structure learning opportunities within the community setting through the support of skilled community resource people
	3. Engage parents and businesses about whole child education
iii. Whole Learning Approach	4. Broaden the range of program opportunities and courses to meet the needs of all students
	5. Use student-based methods to focus learning on the needs of the individual and enhance student engagement
	6. Create curriculum that is meaningful and relevant for whole child education
	7. Assess the individual student's strengths, and measure both the content and process of whole child education
iv. Whole Teacher Approach	8. Support and develop teachers as facilitators of learning
	9. Support the ongoing personal and professional development of teachers in their own learning community
	10. Focus on enhancing and strengthening the student-teacher relationship
v. Whole World Perspective	11. Build on the connections established with the Organization for Economic Cooperation and Development initiative 'Schooling for Tomorrow'
	12. Build capacity for global thinking and an understanding of global perspectives and issues
	13. Bring the world to the classroom and the classroom to the world

i. Whole Child Education

To citizens of the Bow Valley, the concept of whole child education encompasses the emotional, social, cognitive, physical and spiritual development of the person. It has been expressed that education that fully develops a young person who is prepared for our rapidly changing world involves the heart, mind, soul and body, and focuses on the development of multiple intelligences.

"We've created a way of life that makes specialized studies indispensable. But assuming that the core fields are pretty much the whole story has also cost much, and the costs are escalating. School finally isn't about disciplines and subjects, but about what they were originally meant to do - - - help the young make more sense of life, more sense of experience, more sense of an unknowable future". (Brady in Education Week, Aug. 30, 2006)

For the Canadian Rockies Public School Board, whole child education involves educational initiatives and programs that foster:

- A deep understanding of self; self esteem, confidence and respect
- Relationship and interpersonal skills; empathy and cooperation
- Life long learning and work skills that are practical and adaptable
- A strong core academic foundation based on literacy, mathematics and languages
- A global perspective; tolerance and understanding of other cultures
- Connectedness to and stewardship of community and the natural environment
- The use of computers, multi-media and other technologies
- Life management and balance

Key skills to be developed in whole child education are: critical and creative thinking, problem solving, decision-making, conflict resolution, resilience, literacy (reading, writing, speaking), languages, practical and hands-on work experience, social and citizenship skills, independent living skills, listening and communication, life-long learning and study skills, physical/mental wellbeing and fitness, outdoor skills, self discipline, financial management, technology/computer/multi-media skills, interpersonal and relationship skills, collaboration and cooperation, stress management, research and analysis of information, teamwork, stewardship of environment and community, goal setting, innovation, organizational skills, time management, improvisation, leading and teaching others, trade and business skills

Key areas of knowledge development in relation to whole child education are: environmental and cultural awareness, core academic knowledge, morals and manners, understanding of life and career choices, multiple intelligences, arts

and music appreciation, conservation ethic, social justice, history, healthy living and wellness

Key qualities identified with whole child education are: empathy, common sense, self confidence, self awareness and understanding, self esteem, open mindedness, tolerance, friendliness, respect for self and others, honesty, community-minded, global perspective, motivation, adaptability, compassion, risk taking, fun loving, independent, resourceful, passionate, strong work ethic, determination, imagination, positive outlook, responsibility and enthusiasm.

ii. Whole Community Approach

This area emphasizes partnership development and linkages between public schools, families, local organizations and the community as a whole. The purpose of these networks and partnerships is to support a wide array of learning experiences for both K-12 students and the wider community, and the sharing of resources, expertise and venues for learning. As expressed in the Phase 3: Banff Community Forum, an overarching theme of CRPS can be described as "community involvement in education for the entire community". Within this area, it is important to assess and allow schools and community partners to each focus on contributing what it is that they do best. In support of this approach, the following key themes emerged from the Phase 1 community input:

- School and community as partners in education through cooperation and collaboration (e.g. volunteers, public health, business, family support, mentors/coaches, facilities use)
- Foster connection between community values and school values – schools reinforce important community values; work positively with the Province to allow local values/needs to drive program and facilities decisions; build a shared vision
- Develop support triad of family – school – community; ownership of all aspects of education by all (family, schools, community) to build integrated solutions
- Community's role is to reinforce and support the learning processes going on in school; integrated and consistent support and linkage from K through 12
- Mentorship/positive role modeling for the student from both school and community
- Community-based opportunities for student job experience and practical learning, social events, involvement in citizenship
- Draw education themes, integrating concepts, delivery mechanisms from the values and assets in the communities (e.g. environmental education, outdoor activities, mountain arts and culture; sport pursuits); partner with community institutions

Direction 1:

Develop 'community schools' that are the physical hub of learning in the community

The concept of a 'community school' views schools as the physical 'hub' of learning in the community, integrating educational delivery with such services as daycare and preschool, parent development centres, before/after school care, medical and mental health services, social services/agencies, adult learning etc. School programs and infrastructure can be used by both students and others in the community as a means to learn and meet with other people. This concept maximizes partnerships with community agencies and services, connects learners of all ages, and allows for efficient and effective use of a community learning space at a time when student enrolment is declining. Community groups might utilize the space of schools, allowing opportunities for students to become involved in and learn from their activities (e.g. drama clubs, senior's activities). In other cases, a worker/coordinator from community service agencies could be located in the school building.

Direction 2:

Structure learning opportunities within the community setting through the support of skilled community resource people

Create cooperative linkages between public schools and the local community by bringing skilled community resource people into the classroom to share 'real-world' knowledge (arts, music, life-skills, trades, health sciences, journalism, environment, etc), and structuring opportunities for students to apply their new knowledge back in the community setting through a project that they spearhead. Community resource people augment the curriculum in a way that provides connection to the 'real-world' and reflects the values/attributes of the community we live in. Students, in turn, can apply their learning in a 'hands-on' way that develops their passion or area of interest, and encourages them to actively participate in community affairs.

Mechanisms:

Move students out into the community for real-world learning experiences

Through school-community partnerships, students can engage in learning programs that take place in the community setting, including local businesses, studios, camps, etc. This approach views the whole community as a learning place, which opens up many opportunities beyond the traditional school classroom and promotes community involvement by students.

Develop local programs that engage students in work experience and work-related skill development

A need for an expanded set of student learning opportunities that provide relevant work experience and training has been clearly expressed. These programs could span apprenticeship, business skills development, mentorship opportunities, work/study programs, etc. This kind of learning opportunity can be best gained through cooperative community programs (e.g. Partners in Education)

Deliver educational programs within and about the natural environment of the Bow Valley

Utilize the landscape of the Bow Valley as an outdoor classroom to increase understanding and appreciation of the natural environment, and to build a sense of place and an ethic of stewardship in students. Outdoor learning spaces are ideal for outdoor and environmental education program delivery, and can also be used as a stimulating setting for any subject matter. The outdoors needs to be viewed as another classroom with longer time outdoors throughout grades K through 12.

Foster parents and community members as co-teachers

In moving to a community-based model for public education, parents and community members become instrumental in their own role as 'teachers'. To function effectively in this role, parents and community members require the necessary skills and support, and need to be integrated into the educational delivery process. An important challenge is to determine clear boundaries between the responsibilities of teachers and the responsibilities of family and community in educating children about important life skills, social interactions, discipline, work ethic, etc.

Flexibility in program scheduling to maximize learning opportunities

A flexible schedule should consider optimum combinations of the school day, school terms and school year in order to maximize community-based learning opportunities and partnerships, and better meet the needs of students (e.g. work experience and extra-curricular activities for credit, home schooling, support for participation in the arts and sports).

Flexibility in program delivery methods to maximize use of space, technology and resources

Flexible program delivery methods includes creative ways of using technology to link students in the Bow Valley; community-based learning opportunities; and recognizing and enhancing cross-curricular connections through deeper learning experiences (e.g. project-based learning). A key aspect of flexibility of program delivery is the recognition of credits for non-traditional approaches such as community-based projects.

Direction 3:

Engage parents and businesses about 'whole child education'

Build a foundation of understanding in the community about the philosophy and main goal of CRPS – whole child education. Clarity and consistency of this message is important, and should form the context for all communications and public engagement. Community outreach would focus on both the scope of educational content (i.e. not just academic achievement), and the process of public education itself.

iii. Whole Learning Approach

This area considers new ways to think about delivering education within CRPS that expands the traditional notion of classroom to include different modes of and venues for learning, and allowing students more choice in identifying what delivery methods work best for their needs. Flexibility is a key concept in future CRPS education planning in relation to schedules, options, use of technology in learning, and pacing education to meet the needs of the children.

The important messages in this area relate to orienting both learning content and ways of assessing learning to achieve the goal of whole child education. This includes learning content that provides a solid foundation of core subjects (math, literacy, science, social, etc), and yet goes beyond to focus on the development of personal and social development, life skills and balance, work-related skills and community involvement. The range of options for assessing learning must reflect the diversity and the strengths of the students, and the range of programs available.

Assessment for learning turns day-to-day assessment into a teaching and learning process that enhances (instead of merely monitoring) student learning. Extensive research conducted around the world shows that by consistently applying the principles of assessment for learning, we can produce impressive gains in student achievement, especially for struggling learners (Black & William, 1998 in Education Week. May 2007).

Learning places need to move beyond the traditional physical classroom to encompass the larger community and environment in which we live in the Bow Valley. The content and processes for whole child development can be supported by a diversity of learning spaces and modes, which include community venues, remote learning, field trips and outdoor excursions, learning from home, etc. Technology is a key tool for students and teachers in expanding access to information, learning networks and virtual classrooms.

In support of this approach, the following key themes emerged from the Phase 1 community input:

- Balance curriculum work load with time for students to reflect, breathe, do homework and special projects, integrate school work with community activities
- Provide wider range of options for all students by offering courses and credit learning experiences in connection with the community ... community becomes the classroom
- Create a safe, positive, fun and caring learning environment for all students and staff
- Foster a love of learning
- Offer a variety of programs to support the full diversity of student needs and choices; balance resources to support sports, arts/music, trades and technology programs; encourage a range of options for students including academic and trades streams
- Provide 'life' skills education and hands-on learning with application to the workplace, community and home environments
- Provide solid core education – literacy, math, science, social, technology, languages
- Encourage and support positive social interaction of students, including in-school, after school and community-based programming (outdoors and indoors)

Direction 4:

Broaden the range of program opportunities and courses to meet the needs of all students

There is a need for creating a stronger balance between academic achievement and other kinds of knowledge and skill development, such as arts, trades, entrepreneurship, personal and social development, etc. To achieve this, CRPS must broaden the variety of programs to enhance engagement of students across the spectrum of personal strengths, interests and life goals. Courses could be interest-based, rather than age-based, or could integrate secondary and post-secondary content and credits.

Direction 5:

Use student-based methods to focus learning on the needs of the individual and enhance student engagement

Develop and implement alternate methods of program delivery that are student-based, allow student choice, and encourage student's taking responsibility for and ownership of their learning. Such methods must place the student at the centre of learning and consider the variety of learning needs and styles – the teacher becomes a facilitator of the learning

experience. The goal is to engage students in their chosen program of study in a way that promotes love of learning, class enrichment, experiential learning and participation.

Mechanisms:

Flexibility in program scheduling in support of student needs

A flexible schedule should consider optimum combinations of the school day, school terms and school year in order to better meet the needs of students (e.g. work experience and extra-curricular activities for credit, home situation, life balance, energy maintenance, support for participation in the arts and sports).

Flexibility in program delivery methods in support of student needs

Flexible program delivery methods includes creative ways of using technology to link students within and between classrooms in the Bow Valley; support for independent and self-directed learning; enhancing opportunities for language learning; and recognizing and enhancing cross-curricular connections through deeper learning experiences (e.g. project-based learning). Key aspects of flexibility of program delivery are the recognition of credits for non-traditional approaches, and the recognition of current constraints relating to the provincial curriculum (both content and volume of information).

Direction 6:

Create curriculum that is meaningful and relevant for 'whole child education'

This entails a review of the provincial curriculum to determine content gaps, curriculum connections and areas of focus in relation to whole child education. Local curriculum delivery can then be tailored to offer and measure the range of qualities and content required for whole child education.

Mechanism:

Reduce the amount and scope of curriculum to achieve more depth of learning

The amount of material in the curriculum at present, and the pace at which it must be taught, is highly challenging for both students and teachers. The intent is to focus or reduce the amount of content, and slow learning down to allow for adequate reflection and deeper learning. In each grade, students and teachers can work together to determine a plan for learning that reflect the individual needs. Self-paced learning, inquiry-based learning, experiential learning and creative/strategic use of technology can all help to engage students in the curriculum in a more relevant way and deepen learning.

Direction 7:

Assess the individual student's strengths, and measure both the content and process of whole child education

There is a need to determine what success looks like on a social, emotional, spiritual, physical and cognitive level. School, family and community partners/agencies can be involved in determining indicators or performance measures that reflect the range of qualities and skills required in developing the whole child. A key aspect of this direction is the assessment of learning based on the needs and strengths of the individual student, rather than assessing strictly on academic marks and achievement test results.

Mechanism:

Focus learning content and assessment on applied learning

Through programs such as work experience, apprenticeship and experiential learning, students can apply the curriculum content to real-world situations. This approach then demands creative ways of assessing both learning content and process that can measure the range of qualities and skills required. Key to this is the involvement of both schools and community partners in evaluating educational delivery and learning.

iii. Whole Teacher Approach

To support whole child development, the role of the teacher needs to shift further to one of facilitator and provider of learning opportunities. This has implications for both the student-teacher relationship and the role of family/community in educating the child – as both require evolving toward a collaborative partnership model. Teachers need ongoing support in their own learning community, based on an approach of 'whole teacher development', in order to develop the skills required for applying new approaches to teaching.

In support of this approach, the following key theme emerged from the Phase 1 community input:

- Support excellence in teaching and administration to meet needs of all students including involvement of students in decision-making

Direction 8:

Support and develop teachers as facilitators of learning

The role of teachers is shifting to one of facilitator of self-directed learning rather than content-expert and 'dispenser' of knowledge. This new approach is compatible with whole child development as it shifts the responsibility for

learning to the student, and allows for more freedom to integrate the curriculum with individual needs. Teachers are expected to provide leadership for students in developing personal learning strategies, use of technology for learning, access to community-based sources and venues for learning, facilitating peer-to-peer learning between students, etc.

Direction 9:

Support the ongoing personal and professional development of teachers in their own learning community

To parallel the concept of whole child development, whole teacher development requires full support for the personal and professional growth of teachers. This involves identifying the key qualities and skills necessary, role shifts, and different considerations for teaching of the whole child. Teachers need to be supported as mastery learners in community with other teachers (open to feedback, reflect on own teaching, have mentors, collaboration, sharing best practice). Teacher support and development is reflected in such things as: performance management, honoring new ideas and creativity, engaging teachers in program and policy development, and effective communications.

Direction 10:

Focus on enhancing and strengthening the student-teacher relationship

The student-teacher relationship is a critical dynamic in successful teaching and learning. Allowing time for teachers to spend one-on-one with students is a prime ingredient in relationship building. To build and strengthen this relationship, teachers could stay with students for a longer time period (e.g. 2-3 years), or focus their interaction with students only in certain subjects, in a way that draws upon the teachers specific interests, skills and passion. In this way, teachers and students form a solid working relationship based on the individual needs and strengths of each.

iv. Whole World Perspective

As expressed by local citizens, public school staff and students through the *Inspiring Hearts and Minds* process, gaining a global or 'whole world' perspective is an essential component of whole child education. This translates into an understanding of and comfort with languages other than English, an understanding of other cultures (whether in our own communities and region, or around the world), and real-world experiences that apply this knowledge and understanding to the building of personal relationships with other people and places.

In support of this approach, the following key theme emerged from the Phase 1 community input:

- Build foundations for and exposure to global perspectives, community issues, choices available, diversity of ideas and lifestyles

Strategic Direction 11:

Build on the connections established with the Organization for Economic Cooperation and Development initiative, 'Schooling for Tomorrow'

The OECD project provides a valuable opportunity for CRPS to connect its innovative futures planning work at the local level with a high profile international futures planning initiative. This can help to guide CRPS as an organization on its path toward improving student success and whole child education, and position CRPS as a successful community-based model for education planning in the province and beyond. The OECD outlines in their 'Schooling for Tomorrow' information that "Futures thinking enhances the capacity to anticipate change, which in turn helps systems to grasp opportunities, cope with threats, and develop creative strategies. Rather than simply responding to change, education leaders and organizations can anticipate and deal with it proactively."

Strategic Direction 12:

Build capacity for global thinking and an understanding of global perspectives and issues

This direction involves providing students with learning opportunities that explore global issues, cultures and languages. This can be accomplished by honouring and learning about the cultural diversity in the Bow Valley, as well as exploring issues, events and cultures from around the world. A key aspect of global education is working with students to make meaning for themselves in their own lives, and to think critically about their life experiences and choices in relation to other people and places.

Strategic Direction 13:

Bring the world to the classroom and the classroom to the world

Technology can connect students within the Bow Valley schools and to outside sources around the world through video conferencing and remote learning, providing opportunities for community to global connections and independent learning. As well, opportunities for students and teachers to participate face-to-face in exchange or travel experiences can be prime ways of immersing oneself and learning in another culture or language (e.g. Quebec trips, international student exchanges). This can be accomplished by

Bow Valley students/teachers travelling afar, and students/teachers from other communities or countries coming to the Bow Valley. Field trips in and around the Bow Valley can also offer applied learning experiences to facilitate students gaining a broader perspective from other's points of view.

4. ACTION STEPS

Implementation can and will occur on several fronts:

a. Hiring an implementation coordinator

The full implementation plan is expected to be ready in September 2008. In order to facilitate this, the hiring of a coordinator has already taken place. She, together with a small team comprising School Council, administration, teacher participation will be responsible for the development of the implementation plan.

b. Inclusion in the OECD 'Schooling for Tomorrow' initiative

The OECD outlines in their 'Schooling for Tomorrow' information that "Futures thinking enhances the capacity to anticipate change, which in turn helps systems to grasp opportunities, cope with threats, and develop creative strategies. Rather than simply responding to change, education leaders and organizations can anticipate and deal with it proactively." This holds the promise of guiding CRPS efforts to innovate for the purpose of improving student success. It can also be a powerful learning tool for the whole province as we move towards a 21st century approach to education. For the purposes of providing some oversight for the implementation the Minister of Learning supported the creation of a high level advisory group – called the Schooling for Tomorrow Group.

This group will:

- i. assist with maximizing CRPS participation in this OECD project for both the district and the department;
- ii. provide intelligence from a variety of sources that may aid in the implementation;
- iii. receive and disseminate information from the project to their networks of influential people;
- iv. provide oversight to the implementation. The Schooling for Tomorrow Group (STG) members include an ADM from the Department of Learning, an ADM from Children Services, John Stutz – Mayor of Banff (and former teacher), Nick Nissley – Executive Director of Leadership Development at the Banff Centre, Brian Callaghan, Superintendent CRPS, Kim Bater –

Chair – Board of Trustees, and Sonja Howatt, Coordinator of implementation.

c. Considerations for measuring implementation

In particular, several ideas emerged around measurement of whole child development:

- i. the notion of dashboard metrics (circular and many-directional);
- ii. having a balance between quantitative and qualitative measurement tools;
- iii. managing the tension between expectations of “the mark” in assessment and other means of assessment;
- iv. the need to identify what success would look like in the development of the whole child;
- v. identification of what might be happening to sabotage these efforts outline of the immediate next steps;

d. Immediate next steps

It is the intent of the CRPS School Board to build upon activities already underway. In order to be effective there will be a review of these activities as a precursor to the development of an implementation plan.

