

PEI HOME AND SCHOOL FEDERATION
64th SEMI-ANNUAL MEETING
Visioning Collaborative Planning Exercise: “Schools For Tomorrow Today”
“Design a New School for Your Community”

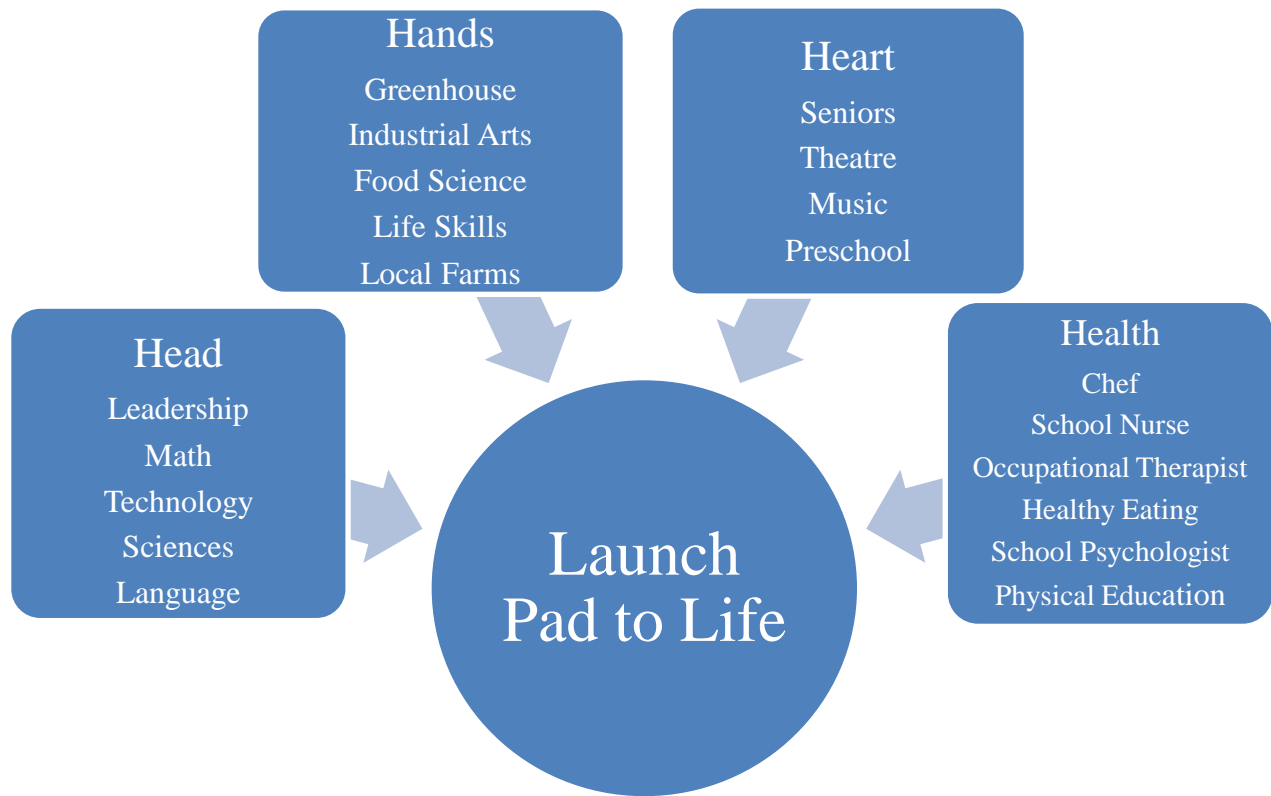
School Name: School of Life

- hands on/creative things/instant challenges
- built on the needs of the community
- time for reflection on what they learned that day
- learner-centered
- classroom (spatial) not (grouped) by grade / grouped by age
- make rules but allow everyone to be involved
- school time—“Time = Family schedule”
- involve everyone
- gardens and greenhouses—fresh food for students
- life skills for everyone—banking, cooking, self care
- school building
 - ✓ budget \$ requirements
 - ✓ design
 - ✓ location – real estate
 - ✓ contractors
- people to involve
 - ✓ firemen
 - ✓ teachers
 - ✓ students – different ages and grades
 - ✓ special interests
 - ✓ elderly
 - ✓ clergy
- pay students to go to school – more motivation
- theatre
- flexible grouping
- more family-oriented – parent involvement
- more open to qualified community teachers
- more teachers with many talents
- teachers open to change
- culture and heart present
- smaller class sizes
- many buildings – multi-layer – with one central area (closed in), campus-style, circular, spaces in between
- student wants and needs put first
- engagement versus compliance
- flexibility and choice

School Name: LIFE – Launchpad to LIFE

The launchpad to life consists of Head, Hands, Heart and Health—intersecting.

<u>Head</u>	<u>Hands</u>	<u>Heart</u>	<u>Health</u>
<ul style="list-style-type: none"> • Leadership • Math • Technology Skills • Sciences • Language 	<ul style="list-style-type: none"> • Greenhouse • Industrial Arts • Food Science • Life Skills • Local Farms 	<ul style="list-style-type: none"> • Seniors • Theatre • Music • Preschool 	<ul style="list-style-type: none"> • Chef • School Nurse • Occupational Therapist • Healthy Eating • School Psychologist • Physical Education



<u>TEAM</u>	<u>Certified Community Facilitators</u>
Architect Students Teachers – new and seasoned Parents Community stakeholders Tech experts front line workers Builders Engineer Experts in Field <ul style="list-style-type: none"> ▪ Chef ▪ Musician ▪ IT Specialist ▪ Farmer 	Farmer Artist Writers Performers Chefs Nurses/Doctors Baker Dentist Green House Accountant Etc.

School Name: Greendale Community

Characteristics:

- Personable
- K-8 and daycare for preschool age
- A wing for daycare, K-5 and 6 – 8
- A “Hub” in the center for services for children (public health, occupational therapy, speech, etc.) and for community outreach/involvement (e.g., library, hall for meetings, receptions, etc. – multipurpose)
- Each “wing” could have a different design
- “Green” school – energy efficient (garden, solar, etc.); e.g., Halifax library
- Small class sizes
- Inclusive classrooms

Mission Statements:

1. Target individual strengths of students and build on them
2. Project-based learning – hands on/active learning, connecting and combining subjects to intrigue students
3. Holistic approach to learning
 - ❖ community involvement
 - ❖ farming, fishing, arts, etc.
4. Safe, friendly, welcoming environment, promoting a healthy green atmosphere

School Culture:

- Teachers co-teaching/collaborating/separating into small groups
- Frequent meetings between teachers working with particular classes/students
- Autonomy/accountability
- Small is best
- Finland as a model
- Teaching to students—not to standardized tests

School Name: RESPECT – Everything Emanates From a Place of Respect*

Components of Our School:

- Sustainable – Natural light, air, environment, garden
- Educators and Education
- Ourselves—Body (Food—greenhouses / animals), Mind, Health (Natural paths, pool, rink)
- Independent thinking
- Art: music, visual art
- Different educational needs and methods (structured and unstructured)
- Library
- Learning interests / styles
- Benefits of technology
- Diversity
- Community in and around

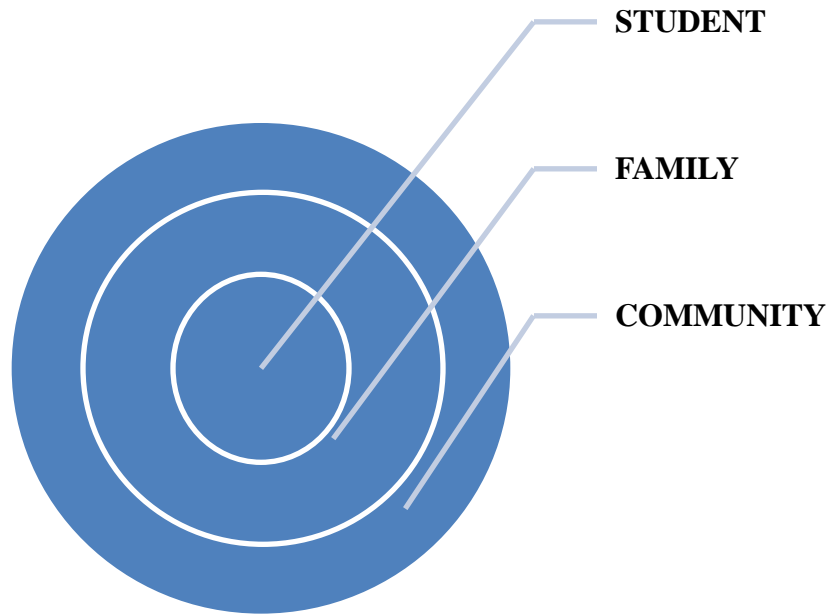


School Name: Characteristics and Components of Our School

- Safe and Caring
- Support for teachers/staff/students beyond current levels—a community approach that includes more than Department of Education, Health, Agriculture, etc.
- Green space
- Green buildings – windows, gardens, ages
- Adept teachers and learners
- Modern Technology
- Learning based on interests and abilities rather than age
- Smaller classes—better for one-on-one learning
- Clubs
- Sports teams
- Creativity-based learning
- More interactive classes—not sitting down the whole time
- How will we work together to achieve goals?
- First Aid/CPR training all staff
- Healthy lunch and breakfast programs
- Music
- Physical education
- Art programs
- User agreement with municipality
- Open to the community in the evening—community center
- After-school drop in recreation programs

School Name: Community-Centered

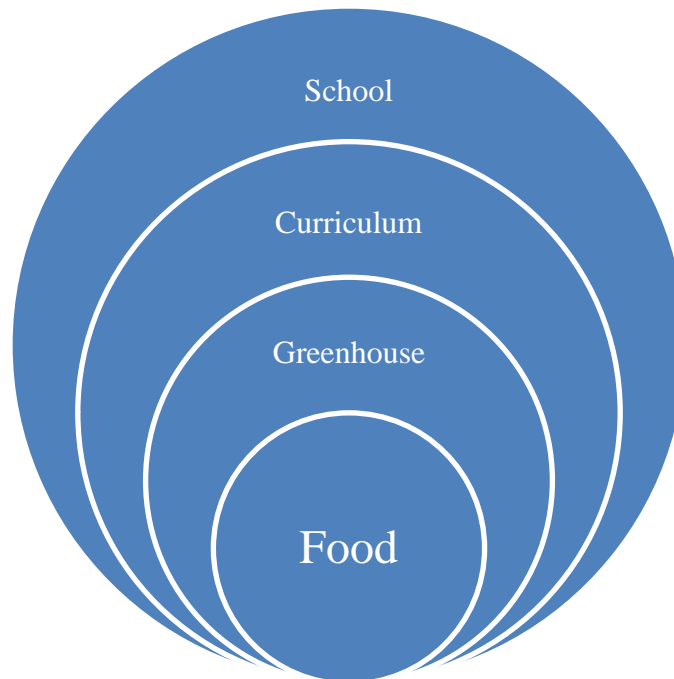
1. Relationships
2. Time
3. Health
 - Mental
 - Physical – nutrition
4. Student-driven
 - Experiential schooling
 - Relevant / useful
 - Up to date and appropriate technology
 - Student-centered
 - Meeting students where they are
 - Social media—distance education
 - Enrichment programs
 - Mentors
 - Expose options
5. Parents
 - Coaches



School Name: Windsor Heights

Characteristics and Components:

- Student run school
- Community hub
- Curriculum is “life skills” based
- Grow—feed—teach--\$\$ money generating
- School is \$\$ generating
- Financial well being
- Drama / entertainment / arts and community accessible
- Before and after school programs
 - sports
 - skills
 - local centre
 - clubs
- Focus is on student desires
- Fitness facility for students and community
- Technology driven
- School ties with family services needed
- Mental health (mindfulness) and wellbeing services are a priority
- School be available for outside and inside use by community
- Recognize different learning needs



School Name: Sunnyside Learning Center

Location: On an Island

Mission: To foster creative-based learning in a modern, safe and caring environment

How will we accomplish this?

- We will find strengths and things in common—figure out who can do what; e.g., like a Myers-Briggs to realize each other's strengths.
- We will need people from different groups in the planning committee –Branch, Department, parent, teacher, staff, student, environmental person, business, community, finance person, administrators to work together. All of these people should be represented in a main group. A steering committee could be formed to organize the structure—a collaborative model
- We can use technology to decide when and where to meet—meeting in the place we want to affect change would be one option. We could also meet electronically.

Logistics of Meetings:

1. Look at the demographics of the community—what is the health, age, finances of the group (do research).
2. Research best school designs found in other schools.
3. Look at how to integrate the community into the entire school.
4. Open group—we will find the people we need with us—to identify who we have and who we need.
5. Invite the entire community to be a part of it.
6. Ask the community what it wants.
7. Document our meetings—minutes, visual graphs, google docs. Record minutes and post.
8. When disagreements arise, we need to compromise and work it out. Ask curious questions about peoples' needs. Find out what others feel and come to a group consensus. Reach out and do research.
9. Have sub committees of interest to work naturally on areas of strength and interest.
10. Research—reach out—and resolve!

Additional Notes

Engaging everyone!..Library, Art, Outside environment, Life experiences, Community

Characteristics of School.....

- Group work together - learning together brings more participation
- Walk around class to wake up
- Why does there have to be grades?
- Central location—look at demographics of local community. What do employers want for the future?
- Sustainable design
- What is the value of education?
 - Communicates life skills, bodies, environment, teachers
- What is the mission of schools? Ask students.
- School should be student-centered
- Resources come from the community
- Science fair, arts and culture should be incorporated
- Not bricks and mortar—sharing knowledge—COMMUNITY/ SCHOOLS
- Parent-driven
- Designed with students in mind
- Working together
- Time for older and younger students to be together
- A room to prepare, work together to fix problems
- Open concept—not boxy
- A little bit of talking—not dead silence
- Able to relax and think, not get questions all the time
- Teach what students want to learn
- More technology in classes to get kids attention
- Teach more about how to do things for the future
- Outside garden
- Indoor greenhouse
- Outside area to eat food
- Friendly environments / open, Creative thinking, More student choices, Healthier cafeteria
- Food science / Home Ec. for all grades—basic skills
- Music
- More community involvement
- Ungraded schools—institute (CORE) versus contract
- Design of school based on numbers
- K – 12—is it ok?
- How do we facilitate change?