

Innovators 2023 BY DESIGN

Second Edition – Nov. 2018



Advancing RVS' 2019 – 2023 Four Year Plan

Since Rocky View Schools' (RVS) inaugural four year planning meeting last April, literally thousands of hours have been poured into the development of a learning narrative and goal and outcome structure for its 2019-2023 Four Year Plan. Cross-constituent learning pods set the tone for the consultation by helping to craft an initial draft of the plan's foundational structure – which by Oct. 30, 2018, has been vetted by Trustees, all Education Centre and school staffs, school councils, Alberta Education representatives and several business and community partners. Even more impressive, over 1,200 staff members took the opportunity to create new ideas, share the incredible things happening in their school and unleash the innovative potential of the jurisdiction's learning network via the Oct. 5 RVS Idea Quest, as presented on the jurisdiction's new crowd-sourcing site 2023byDesign.com.

RVS is pleased to present the progress of our collaborative work! Through the feedback received to-date, we learned that only minor tweaks were required to our draft learning narrative – overall stakeholders voiced overwhelming support for setting our sights on developing “innovators”. We also learned that while the draft goal and outcome structure would move our jurisdiction in the right direction, the structure needed to be reorganized, with the last goal, “Networking with peers, parents and partners”, replaced.

Draft Two of RVS' learning narrative, goals and outcomes is presented on page 3, with an updated video of the script to be released shortly – and yes, we heard you! The second rendition of the video will be more representative of the diversity we see in our classrooms. Pages 4 – 7 highlight an analysis of the Oct. 5 RVS Idea Quest Activity.

So...as we turn the calendar to November, let the rubber hit the road. As outlined to the right, we're in the strategy development phase, with both face-to-face and on-line activities available to participate. And don't forget to follow our progress via:

- RVS' twitter feed, [#rvsed](https://twitter.com/rvsed) and [#innovatorsCAN](https://twitter.com/innovatorsCAN),
- Crowd-Source site at 2023byDesign.com; and
- YouTube [Panel Interviews](#).

Taking Action this fall!

Several opportunities to participate in the development of RVS' Four Year Plan still remain!

Fall Idea Incubators

November 5 – 20 – (Online Activity) “Fostering the Conditions for Innovation”

November 8 – (Face-to-Face) “Idea Quest Incubator & Idea Quest with Students”

Aim – Challenge RVS' learning community with bringing forward creative, sound and affordable strategies to advance Four Year Plan.

Strategy Development

November 23 & December 6 – Superintendent Working Committee (SWC)

Aim – Strike SWC to solidify strategies for the plan.

Trustee Debriefing

January 10 – Trustees/Design Team

Aim – Review draft plan with Trustees.

Four Year Plan – Review/Critique

January 15 – Leadership Team

January 15 to February 10 – School Staff

January 18 – EC Staff

February TBA – Student Leadership Academy

Aim – Review and critique draft plan.

Revision Day

February 12 – Design Team

Aim – Consolidate stakeholder feedback, refine plan.

Plan Deliberation & Approval

March 7 – Board of Trustees

Aim – Seek approval of 2019-2023 Four Year Plan from Board of Trustees.

Action Plan Development & Implementation

March 11 onward – Superintendent Action Committees (SAC)

Aim – Charge SACs with implementing strategies through the development of action plans.

Comments that Resonated

"Moving in the right direction!! The draft narrative, goals and outcomes really put students first!"



"Personally, as a parent I feel that the goals reflect what I want my daughter to get out of her education. I certainly want her to be able to identify a passion through different learning experiences and exposure to tons of topics and lessons. I want her to be resilient, healthy, safe and respectful of diverse cultures and traditions."



"We need to encourage students to participate in activities where they can "fail" in a safe environment. For me, the part that states "Trying, failing, asking more questions, redesigning, until they've earned success" really encompasses what it means to be an innovator and where we should be going as a learning community."



"As teachers we need to model and live by this way of thinking too. Students learn from what we teach and what we do. We need to be willing to try, fail, ask more questions, go back to the drawing board and try again until we've found success. Let's jump in with both feet and put this design into action for ourselves and our students."



"We need to be aware that not all of us are collaborators all of the time. Time alone to think and process also needs to be valued and planned for."



"Everyone is coming to our classroom at different levels, different abilities, different social emotional needs, and we need to meet them where they are at so that they can be innovators. This means that I need help within my classroom such as learning specialists (ELL), classroom assistants, assistive technology and access to flexible scheduling/spaces that students can get body/brain breaks."



"I so appreciate how design thinking has been infused into the entire focus of the RVS 4YP."



"How do we change our aim to better support inclusion? i.e. <https://www.youtube.com/watch?v=RYtUJU8MjIY>

Major Themes – Narrative, Goals, Outcomes

Over 300 pages of notes were generated from the jurisdictional Oct. 5 Professional Learning Day, Oct. 7 Partner Review and October Trustee/School Council discussions. A thematic analysis of the feedback revealed,

Two Thumbs Up – Overwhelming support was voiced for RVS' desire to focus on developing innovators and focusing on students connecting to their passions and interests. "It's where we need to be and want to be" succinctly articulated most participants' sentiments. RVS' learning narrative was noted as providing a clear, articulated vision, however it was felt the video should be more representative of minorities, i.e., race, abilities, equal representation of genders. RVS' "I CAN" mantra, too, received glowing reviews and believed to be in alignment with the jurisdiction's new real time report card I CAN statements.

Reaffirm Basic Needs – Continuing to provide supports to students who need food, sleep, clothing or shelter was deemed imperative, if innovation is to happen. Outside of this concept needing to be reflected in the new Four Year Plan, key to moving forward is working more closely with home and community in facilitating the philosophy, "it takes the whole village to raise a child."

Valuing Diversity – Being respectful of diverse cultures and traditions is a good start, but does it achieve change? As members of a global community, students not only need to be respectful of diversity, but to value it and find strength in differences – whether age, sex, race, ability or disability.

Foundational Skills – Literacy and numeracy was noted as the foundation of all learning. Many participants cited that additional supports are not only required to ensure students attain these skill sets, but also to bring parents on the journey. Math in particular was noted as a cause of a lot of frustration and resolved by "something as simple as teaching parents the new math so that we can help our kids at home."

Real-World, Hands-On Learning – RVS has spent the last nine years engaging students through real-world, authentic learning experiences – but the practice is not jurisdiction-wide due to a myriad of reasons, most commonly cited the complexity of today's classroom. Participants said teach me, reach me, provide me with the tools and proven instructional practices that will ensure ALL students' needs are met. Many concluded "How do we grow the model?"

Make Teaching Visible – Developing cohorts of "master teachers" to support all teachers is desired. Further, an ethos among all staff that risk taking, failing, and redesigning should be the norm, rather than the exception – in short, RVS needs to focus on building a culture of trust.

Deploying Resources – While many concluded the draft goals and outcomes are bang on, many were curious to know what supports – monetary, space, and personnel – will be provided to achieve the vision. A call for a supportive leadership team that allows for out-of-the-box thinking is required.

Barriers to Success – Finding innovative ways to navigate barriers such as bureaucratic red tape, school days and established timetables has to be a major focus of the plan to achieve systemic change. As one participant cited, "our students continually become disengaged as our hands remain tied in the bureaucracy of education. As teachers, we can make small changes within our classroom but struggle to make big changes within the whole school. It would be amazing to see the boundaries lifted and allow huge flexibility in the way we facilitate innovation."

Goal/Outcome Clarification – The terms "Connect" and "Network" were noted as interrelated and a bit confusing, especially when presented as Connect, Achieve, Network. The term "Network" also carries the connotation that it's something adults do, not students. Change "Network" to "Navigate" was the most suggested. Make the new goal about students' well being and their contribution to society; realign the outcomes to make it work.



I CAN...

Draft Two – Innovators by Design

Children are born innovators.

It's how they learn the tough stuff, like walking and talking, feeding themselves and tying shoes. They try a lot and fail a lot. Once they've learned to say the word why, they just won't stop – and at Rocky View Schools, we don't want them to.

Innovators ask a lot of questions and tackle problems that matter, to them, their families and their communities.

They consult with expert sources and people, far beyond the classroom. They bounce possibilities off fellow students and teachers and spark ideas that just might work.

They test their ideas in the real world. Trying, failing, asking more questions, redesigning, until they've earned success.

In the process, **we work with families and communities to ensure students' basic needs are met and guide** them to acquire and practice fundamental math, reading and science skills. **They learn to value diversity, and build cultural understanding and the foundation for healthy relationships.**

They grow as critical thinkers, communicators and collaborators. And they develop self-reliance, empathy, resilience and perseverance.

In short, innovators accept the challenge of reaching their full potential. They are in demand in every sector of society and most likely to succeed at any endeavor.

That's why at Rocky View Schools, the development of innovators happens by design.

A design that engages students as co-designers of their learning, empowering them to follow their passions, and challenging them to new heights.

A design that moves beyond classroom walls to the natural world, building sites, farms, engineering firms, hospitals, zoos, museums and theatres.

A design where students share what they learn, so when one learns, we all learn.

A design that meets students where they are and supports them in the journey to where they need to and want to be.

A design that supports and encourages teachers, administrators and support staff to be innovators themselves.

At Rocky View Schools, we know our students go on to change the world. As contributing adults, they'll bring their personal best to that important work.

Major Revisions to Draft One

Learning Narrative

- Reassure that “students are ready to learn” is not lost in the innovation agenda.
- Emphasis that diversity and respect of different cultures and traditions continues to be a focus in RVS.

Goals and Outcomes

- Replace “Network with peers, parents, and partners” with “Navigate successfully as global citizens” to resolve confusion between Connect and Network.
- Move from Goal 1 “Students are healthy, safe, resilient and respectful of cultures and traditions” to Goal 3; replace respectful of with “value diversity” for better alignment and impact.
- Move from Goal 3 “Students demonstrate ownership of their learning” to Goal 1; remove stem “while collaborating with their community” for better alignment.
- Add stem “tailored to their individual capabilities” to outcome “Students meet high expectations and learning objectives” to make outcome more inclusive of all students; switch “objectives” to “outcomes” to align to educational terminology.

Draft Two – Goals & Outcomes

In RVS, we design learning so innovators,

Connect to their passions & interests

Outcomes:

- Students engage in real-world, hands-on learning experiences that matter to them.
- Students demonstrate ownership of their learning **(stem removed)**.

Achieve their potential

Outcomes:

- Students are literate, numerate, and acquire core competencies.
- Students meet high expectations and learning **outcomes, tailored to their individual capabilities.**

Navigate successfully as global citizens

Outcomes:

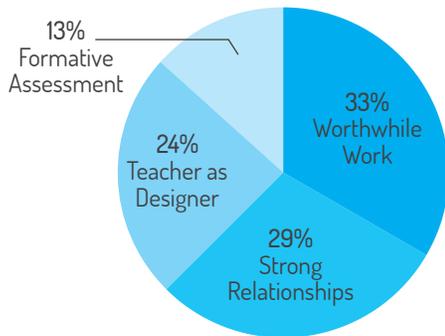
- Students are healthy, safe, resilient and **value diversity**, cultures and traditions.
- Students make a difference in their life, school, community and the world.

RVS Idea Quest – Major Themes

Other themes that emerged.

Along with University of Calgary research partners, RVS' planning team developed a "coding framework" to theme and sort the insights and strategies submitted, Oct. 5, to the RVS Idea Quest Activity. Thematic priorities, which align with the Canadian Education Association's Teaching Effectiveness Framework, were then identified and ranked. The team also measured the frequency that specific insights and strategies were mentioned. This data was then summarized and converted into a number of graphical assets that will be used to inform the work of upcoming Superintendent Working Committee.

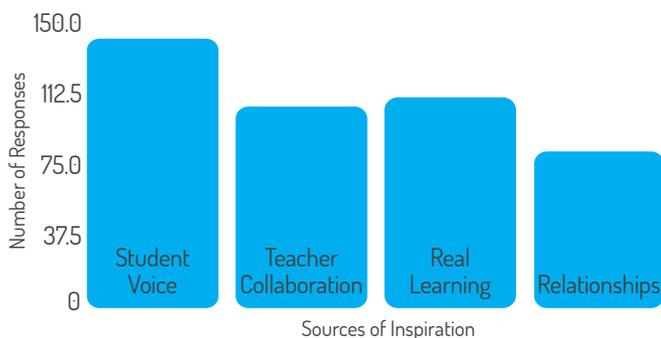
Students Need



Ideas Shared

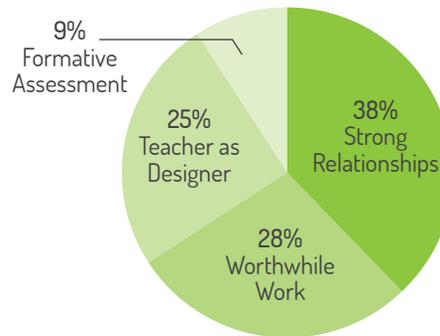


Our System's Inspiration



Insights statements that did not fit in draft goals and outcomes.

Students Need



In Your Words, "Students need..."

encouragement, support, understanding and a safe, caring, connected learning environment."

time to reflect so that they can make meaning."

their basic needs met."

to make connections with Indigenous communities so they can build a more inclusive society."

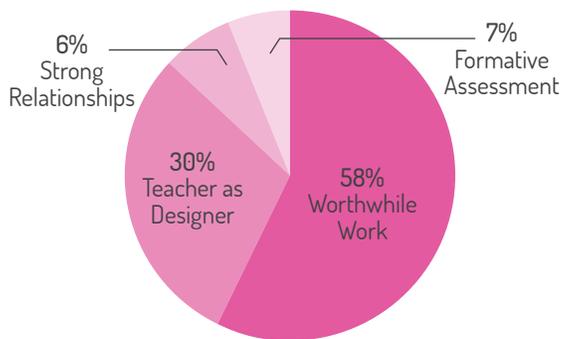
Ideas Shared

empathy, listening to students, counsellors, physical spaces, support services, flexible schedules, relationships, areas of teacher passion, unified expectations, formative assessment, emotional regulation, small class sizes, teacher wellness support, teacher collaboration, modernized facilities, professional learning

Connect to their passions and interests. (Original Goal & Outcomes)

Students engage in real-world, hands-on learning experiences that matter to them.

Students Need



In Your Words, "Students need..."

to choose their path through real-life experiences so they can take ownership and responsibility for their learning."



the opportunity to explore a wide variety of learning areas so that they can fulfill their passions and interests."



opportunities to play!"



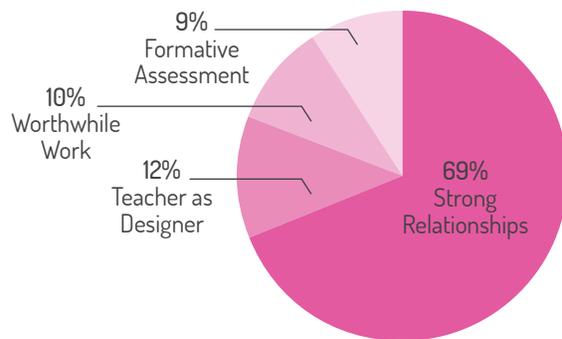
to learn that learning is about the journey, not the destination."

Ideas Shared

inquiry, student choice, flexible groupings, community walks, makerspace, off campus learning, bigger blocks of time, project based learning, internships, academy opportunities, community partners, STEAM, exhibitions of learning, professional learning, outdoor ed, stewardship, teacher collaboration, volunteers, field trips, expert residencies, teacher innovation, connecting core and options classes, flexible spaces, gardens, interdisciplinary learning, passion projects, design thinking, community meals, credit clusters, play, cohorting, industry connections, community service projects, Indigenous connections, multi-aging, labs, natural play areas, outdoor classrooms, art, futures programs, esports, gaming, involve students in learning design, real tools

Students are resilient, healthy, safe, and respectful of diverse cultures and traditions.

Students Need



In Your Words, "Students need..."

to see their cultures represented in a positive way so that they can develop a strong identity."



basic physical, social and emotional needs met so that they can bring their best self to their learning."



to feel valued and like they have something to contribute so that they have a sense of worth and purpose."

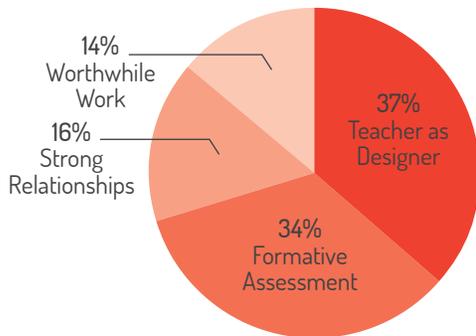
Ideas Shared

mentoring, clubs, student services team, nutrition program, formative feedback, inquiry, project based learning, elder visits, caring adults, student leadership, professional learning, passion projects, advisory, choice programming, wellness centre, GSA, gardening, play, outdoor ed, cross grade activities, flexible structures, flexible spaces, community partnerships, celebrating cultures, professional learning

Achieve their potential. (Original Goal & Outcomes)

Students meet high expectations and learning objectives.

Students Need



In Your Words, "Students need..."

flexibility so that they can pursue personal goals and meet their learning needs."



to show their learning in many different ways and celebrate their success so that they are more comfortable taking risks."



success criteria, scaffolding and support in order to meet the learning expectations."



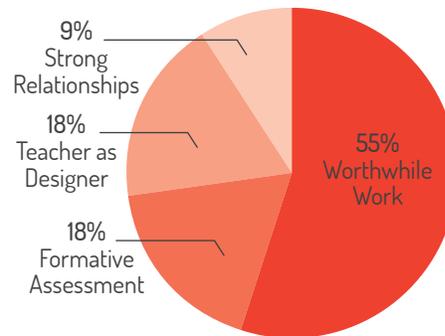
more feedback and authentic communication in place of the focus on grades so that it helps students expand their opportunity for growth."

Ideas Shared

inquiry, student choice, flexible groupings, community walks, makerspace, off campus learning, bigger blocks of time, project based learning, internships, academy opportunities, community partners, STEAM, exhibitions of learning, professional learning, outdoor ed, stewardship, teacher collaboration, volunteers, field trips, expert residencies, teacher innovation, connecting core and options classes, flexible spaces, gardens, interdisciplinary learning, passion projects, design thinking, community meals, credit clusters, play, cohorting, industry connections, community service projects, Indigenous connections, multi-aging, labs, natural play areas, outdoor classrooms, art, futures programs, esports, gaming, involve students in learning design, real tools.

Students are literate, numerate, and acquire core competencies.

Students Need



In Your Words, "Students need..."

to be challenged at their own ability and interest level so that they can be engaged and move forward in their learning."



to build strong literacy and numeracy skills in the context of solving, navigating, and discovering authentic problems."



meaningful and constructive feedback so they can develop confidence in themselves and their abilities as learners."

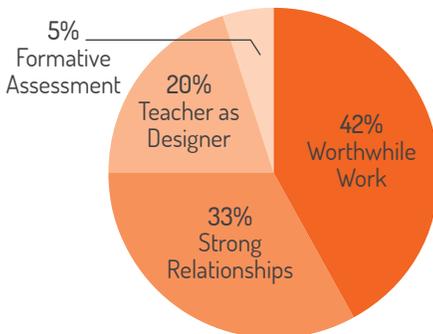
Ideas Shared

makerspace, STEM, writer's and reader's workshop, literacy and numeracy embedded, hands on learning, professional learning opportunities, coaching, flexible groupings, project based learning, inquiry, connecting to passions, flexible spaces, real world learning, scaffolding design, collaborative planning, small group instruction, strength focus, formative assessment, learning support team, technology, portfolio, involve parents, school wide programs/language, mastery learning

Network peers, parents and partners. (Original Goal & Outcomes)

Students make a difference in their life, school, community and the world.

Students Need



In Your Words, "Students need..."

opportunities to lead so that they have connection and purpose to their school, community, peers, and environment."



to have the opportunity to give back to the community so that they can be a positive member, feel good and get a larger perspective."



a supportive environment so that they can feel safe to explore, create, and learn."



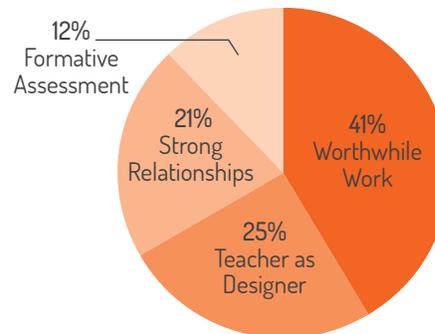
need community partnership so that they understand the value of cooperation."

Ideas Shared

clubs, community volunteering, project based learning, school to school partnerships, participation in community events, programs, and services, multiaged activities leadership, professional learning, mindsets, experts, community action/service projects, bus passes, passion projects, peer support, elder connections, community partnerships, restorative practices, interdisciplinary learning, family involvement, intergenerational activities, Youtube channel, dual credit, makerspaces, cohorts/houses/advisory/teams, stewardship/sustainability projects, community gardens, community experts, inquiry, outdoor education, mentorship, field trips, exhibitions of learning, technology, Rocky Talks, academies, community volunteer liaison, global connections, unstructured exploration, phenomenon based learning, collaboration, the arts, reduce technology, smaller class sizes, play, RAP, cultural activities, student voice, exposure to injustice and inequality, outdoor school, access to technology.

Students demonstrate ownership of their learning, while collaborating with their community.

Students Need



In Your Words, "Students need..."

to be provided with opportunities to collaborate with peers in a safe and accepting environment."



creative teachers."



to be able to share their learning within and beyond the school community."



authentic, experiential learning opportunities."

Ideas Shared

project based learning, learning from failure, STEAM, experts, flexible groupings, leaders as innovators, Indigenous leaders, community contacts, risk taking, partnerships, student choice, makerspace, multi-aging, inquiry, learning commons, passion projects, exhibition of learning, publishing, academies, student led conferences, portfolios, field trips, school family meals, family learning events, authentic assessment, flexible timetables, cohorts of students, peer tutoring, student leadership, residencies, reconciliation, parent communication, design thinking, community action projects, interdisciplinary learning, experiences in nature, family of school partnerships, video conferencing, showcasing student work, collaboration with professionals, design cohorts, volunteering.

Join the Conversation @ 2023byDesign.com!

New activities were launched November 5, 2018!



Not Already a Member?

2023 by Design is an on-line community designed to be your place to gather, create and innovate with other community members. In the community, you will have the opportunity to stay up-to-date on RVS' four year planning process, as well as create, engage and grow innovation within our jurisdiction. As a staff member, you can join the conversation by logging in with your network password. As a parent or community member, sign up to collaborate by providing your email and completing a short profile. It will only take a couple minutes of your time before you're ready to engage!

November Activities – Strategy Development Phase

- November 5 – 20** (Online Activity) **“Fostering the Conditions for Innovation”** – Do you have an innovative idea that aligns to RVS' new Draft 2 – Four Year Plan goal and outcome structure? Over a three-week period, RVS will be seeking ideas from the entire community for its Superintendent Working Committee to consider for inclusion in the plan.
- Audience – Staff, Parents, School Councils, Business and Community Representatives
 - Location – 2023byDesign.com
- November 8** (Face-to-Face) **“Idea Quest Incubator”** – Do you want to take your innovative idea for teaching and learning in Rocky View to the next level? Join a group of fellow teachers and administrators in this workshop to develop your idea into a design you can bring to your students. This workshop will introduce processes and tools to help bring your vision to life and share it with stakeholders.
- Audience – Teachers
 - Registration – <https://register.rockyview.ab.ca/public/>
 - Location – Cochrane Learning Centre
 - Time – 8:30 a.m. – 3:30 p.m.
- November 8** (Face-to-Face) **“Idea Quest with Students”** – Are you interested in running an Idea Quest with your students? Join this day for support in crafting an Idea Quest for your school or class, as well as creating products that make the ideas and process visible.
- Audience – Teachers
 - Registration – <https://register.rockyview.ab.ca/public/>
 - Location – Cochrane Learning Centre
 - Time – 8:45 a.m. – 4:00 p.m.
- November 23 & December 6** (Face-to-Face) **“Superintendent Working Committee”** (SWC) – RVS is seeking participation for its SWC to help identify strategies for the plan. If you are interested in attending two full day sessions Nov. 23 & Dec. 6, sign up through the [SWC activity](#) on 2023byDesign.com. Teachers, support staff, school and system administrators, school council representatives and business and community partners are welcome to apply. Participants will be notified of their participation on Nov. 15 by email.