

Innovators 2023 BY DESIGN

Third Edition – Jan. 2019



Ready. Set. Launch.

RVS' 2019 – 2023 Four Year Plan is taking shape!

Rocky View Schools' (RVS) 2019 – 2023 Four Year Plan is inching closer to completion. Following the first round of consultation activities, which saw a learning narrative, goals and outcomes developed and critiqued by stakeholders across the jurisdiction, a Superintendent Working Committee (SWC) has been hard at work to identify design principles and strategies to propel this important work forward.

Over two full days, parents, teachers, school leaders and Education Centre staff came together as a SWC to review over one thousand submissions to the Big Idea Quest and Fostering the Conditions of Innovation activities found on 2023byDesign.com. One thing became abundantly clear. Stakeholders in RVS have plenty of IDEAS. In fact, so many good ideas were brought forward on how to improve student learning, a set of interconnected design principles was developed to help everyone move forward the work already underway. Secondly, strategies were identified to build synergy, support and a strategic approach to advancing the plan's goals and outcomes.

Highlights of the work undertaken by the SWC on Nov. 23 and Dec. 6 are presented on page 2 of this communiqué. An accompanying video also is available via RVS' YouTube channel to build greater understanding of the design principles.

The latest draft of RVS' 2019 – 2023 goals, outcomes, design principles and strategies is presented on page 3. It is this latest draft that will be the focus of RVS' January consultation activities. As noted right, 2023byDesign.com will serve to capture feedback from all corners of the jurisdiction.

Hope to see you online in January!

Don't forget to follow our progress via:

- RVS' Twitter feed, #rvs2d and #innovatorsCAN;
- Crowd-Source site at 2023byDesign.com; and
- YouTube [Panel Interviews](#).

Winter Consultation Dates

Trustees, staff and students will have one more opportunity to review and critique RVS' Four Year Plan.

Trustee Debriefing

Jan. 10, 2019 – Trustees/Design Team

Aim – Review draft plan with Trustees.

Four Year Plan – Review/Critique

Jan. 15, 2019 – Leadership Team

Jan. 15 – Feb. 10, 2019 – School Staff

Jan. 23, 2019 – EC Staff

February 2019 TBA – Student Leadership Academy

Aim – Review and critique draft plan.

Revision Day

Feb. 12, 2019 – Design Team

Aim – Consolidate stakeholder feedback, refine plan.

Plan Deliberation & Approval

March 7, 2019 – Board of Trustees

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

Action Plan Development & Implementation

March 11, 2019 onward – Superintendent Action Committees

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

2023byDesign.com

Feedback from all stakeholders will be captured via 2023byDesign.com. Look for the following activities:

I CAN Learn

Opens Jan. 15, 2019 – Trustees and All Staff

Aim – Critique and review RVS' draft goals, outcomes, design principles and priority actions.

Superintendent Action Committees

Opens March 2019 – Trustees and All Staff

Aim – School/System Leaders encouraged to sign up.

Superintendent Working Committee Insights

On Nov. 23, 2018, RVS' Superintendent Working Committee (SWC) members spent the day unpacking the feedback generated through the Oct. 5, 2018, Idea Quest and Fostering the Conditions of Innovation activity on 2023byDesign.com. Clustered into eight buckets, participants were asked to provide further insights by identifying: what's working well; what's been tricky; how might RVS advance the work; and what evidence needs to be collected. Provided below are the salient points of each sub-committee's work.

Diversity – The key to valuing diversity – whether it's a learning disability, body size, cultural norm or behavioural disposition – lies in "touching the heart to reach the mind." Teaching students to recognize their own personal bias and to adopt a growth mindset needs to start with the behaviour of adults at school. Reaching out to other educational institutions and learning jurisdictions to uncover exemplary practices was advised.

Well-Being – Considerable work has been undertaken to ensure RVS' learning environments are nurturing, safe and respectful, but a question posed was, "How can the jurisdiction better integrate its services with other agencies?" More extensive use of RVS' SOS-Q survey and student achievement dashboard was recommended as evidence of growth in this area.

Teacher as Designer – What are the pillars of a design culture? Pockets of excellence exist across the jurisdiction, but to support all of us to be master teachers, a shared vision of what it looks like and the evidence that needs to exist to say, "I'm almost there!" is desired.

School Redesign – To evolve RVS' student-centred approach, alignment and coordination of pedagogical approaches needs to span from K – Gr. 12, and more succinctly among families of schools. Like Moving Forward with High School Redesign, all schools should be involved in "redesigning" their learning environment by aligning practices based on a deep understanding of the needs of students.

Project-Based Learning (PBL)/Inquiry – Although teachers have become more reflective of their instructional practices, they need a deeper understanding of PBL/Inquiry and how they're applied in multiple forms. When done well, learning experiences should support students in acquiring skills as they engage in authentic and purposeful learning activities.

Make Learning Visible – A consistent approach to Making Learning Visible is desired and achievable if RVS clearly defines the how, who and what. Portfolios and student exhibitions were noted as being effective forms, but the entire journey, not just the product, needs to be captured. Real Time Reporting is considered a move in the right direction.

Learning Beyond the School – Leveraging community connections has been a strength in RVS, as a plethora of opportunities already exist. But how are these experiences best assessed, grown and celebrated? Greater access to partners and critical friends is required, as is a mindset to intentionally design learning beyond the school.

Flexible Spaces/Tools – A growth mindset and professional learning on flexible design would maximize the use of current spaces and tools, and lead to community participation. "How flexible environments can ensure success for all students" needs to be answered.



I CAN...

Design Principles and Strategy Development

Day Two of the SWC's work, held Dec. 6, 2018, kicked-off with the presentation of draft strategies, later renamed design principles, gleaned from a thematic analysis of the work undertaken Nov. 23, 2018. As shown on page 3, the principles were organized into the mnemonic, LEARN, and are to serve as a design framework, providing guidance in the way administrators, teachers and support staff approach their work. Following a critique and review of LEARN, the SWC followed a series of design protocols, leading to the identification of strategies and the evidence/indicators that could round-out the plan. Essential questions that resonated:

Student Engagement

- How might RVS engage and measure student voice in the co-construction of learning?
- How might RVS engage all students in community service?

Diverse Learning Needs

- How might RVS re-imagine social/emotional/behavioural supports to garner different results?
- How might RVS teach students to value diversity?

Instructional Practices

- How might RVS align and coordinate pedagogical approaches – from building foundational skills to PBL and inclusion – across all K – Gr. 12 schools?
- How might RVS resource schools to build a cohort of instructional coaches in every building?
- How might RVS systemically move learning beyond the classroom, while increasing community involvement?

Making Learning Visible

- How might RVS showcase learning in a systemic and ongoing fashion?
- How might RVS integrate outcome-based reporting in a secondary school setting?

System/School Redesign

- How might RVS redesign its collaborative and organizational structures to maximize resources, professional learning opportunities, teamwork and innovation?
- How might RVS redesign its evidenced-based planning framework for schools?

Parental Capacity

- How might RVS build parent capacity to support students in achieving the plan's outcomes?

2019 – 2023 Four Year Plan – Draft

In RVS, we design learning so innovators,

Goal 1: 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.

Goal 2: Achieve their potential

Outcomes:

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

Goal 3: 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.

Design Principles

As we approach our work, together, we will LEARN:

- Leverage the talent of the learning community to make a positive impact on the life of students, staff, parents and our world.
- Engage in purposeful work designed to build foundational skills and competencies through projects that foster deep understanding.
- Amplify and value diversity – in ideas, people, ways of knowing and ways of being.
- Reflect on learning through meaningful assessments to inform and showcase growth.
- Nurture positive relationships built on trust, support and care for one another.

Strategies

To foster the conditions for innovation, we will establish Superintendent Action Committees to develop action plans around six priority areas in Year One of the Plan:

Priority Areas	Strategy
Student Engagement	Enhance and measure student voice in the co-construction of learning.
Diversity	Develop and implement a system-wide diversity framework.
Instructional Practices	Align and coordinate pedagogical approaches – from building foundational skills to PBL to inclusion – across all K – Gr. 12 schools.
Make Learning Visible	Enhance the visibility of students’ learning journey and growth across all grades.
System Redesign	Redesign RVS’ collaborative and organizational structures to maximize resources, professional learning opportunities, teamwork and innovation.
School Redesign	Redesign RVS’ evidenced-based planning framework for schools.

RVS Learning Narrative – Final

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 endeavour.

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.



Activity

Superintendent Action Committees

Following the Board of Trustees' approval of RVS' 2019 – 2023 Plan, scheduled for March 7, 2019, Superintendent Action Committees will be established to develop and employ action plans around strategic action priorities. The overarching goal of these committees is to provide an opportunity for collaborative decision-making, while increasing all staffs' focus on priority areas.

Terms of Reference

Superintendent Action Committees will:

1. Consist of system and school-based leaders as appointed by the Superintendent of Schools.
2. Appoint a Chair, Vice-Chair and Secretary.
3. Meet five times a year.
4. Develop and implement an action plan(s) based on an essential question(s) provided by the Executive Team.
5. Complete the vast majority of committee work (e.g. research, proposal writing) between Superintendent Action Committee meetings.
6. Seek feedback from respective school staff on the action plan's development and implementation.
7. Provide an update at Leadership Team Meeting of their progress.

Superintendent Action Committee Chairs are responsible for:

1. Ensuring agendas and minutes are created and distributed for all meetings.
2. Meeting with Senior Executive every second month to provide updates and identify opportunities for cross-committee work.

The term of appointment is two years, with the exception of the initial start-up. The initial term for approximately half of each committee will be one year.

School and system-based leaders will be asked to express their interest in participating in a Superintendent Action Committee during the month of March. Stay tuned for details.