

... Community Engagement

CASS Zone 5

October 21, 2011

Community and Constituent Engagement



- How will we engage others in developing/ supporting our collective purpose?

Education Act: Board responsibilities

33(1) A board has the responsibility to

(f) collaborate with municipalities, other boards and community based agencies in order to effectively address the needs of all students and manage the use of public resources,

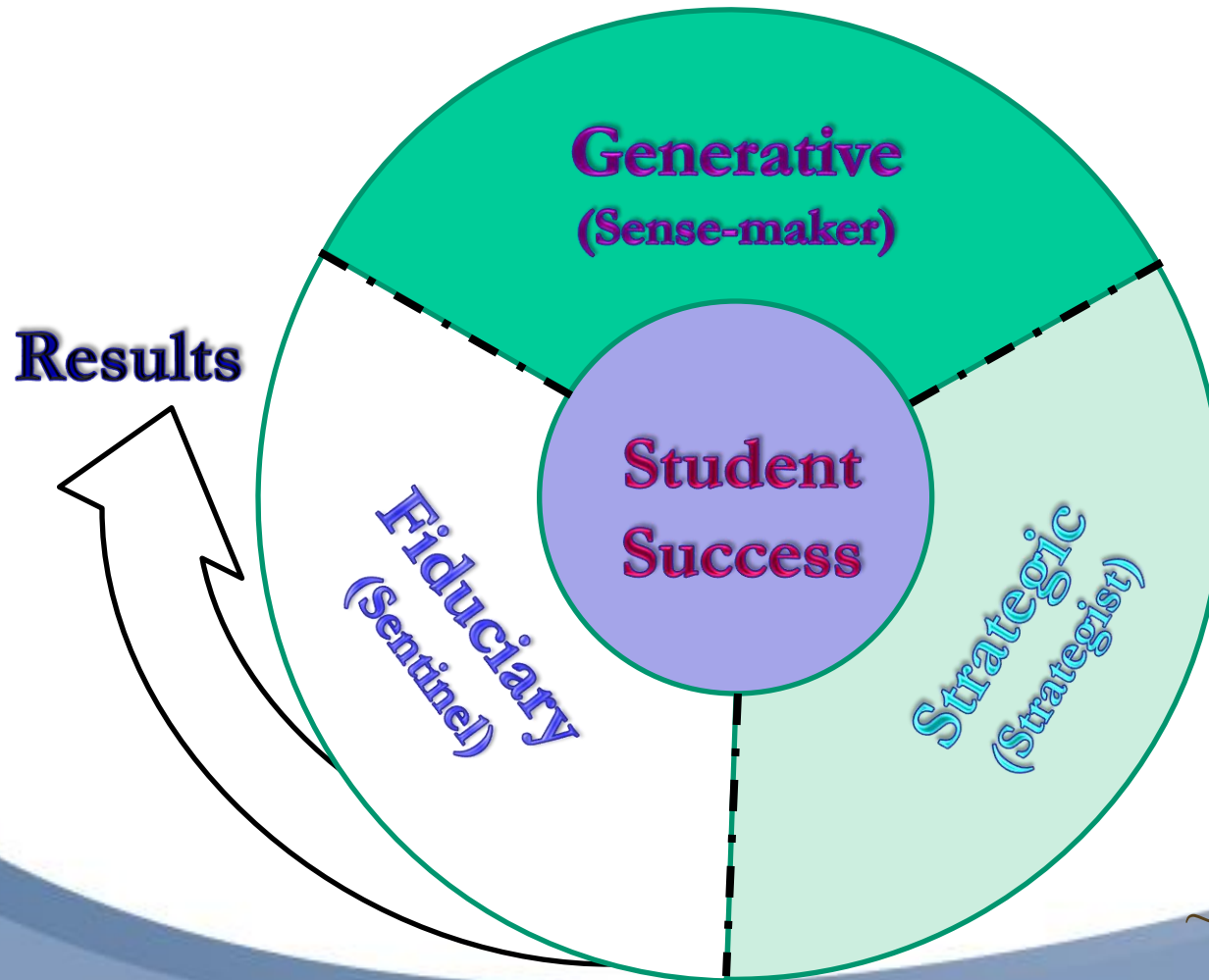
(g) establish and maintain governance and organizational structures that promote student well-being and success, and monitor and evaluate their effectiveness

Governance - *Inspiring Education*

LESS Rules-based
Operational focus
Central influence
Accountability to bureaucracy

MORE Principles-based
Governance teams
Local direction
Accountability for learning
excellence

Modes of Governance



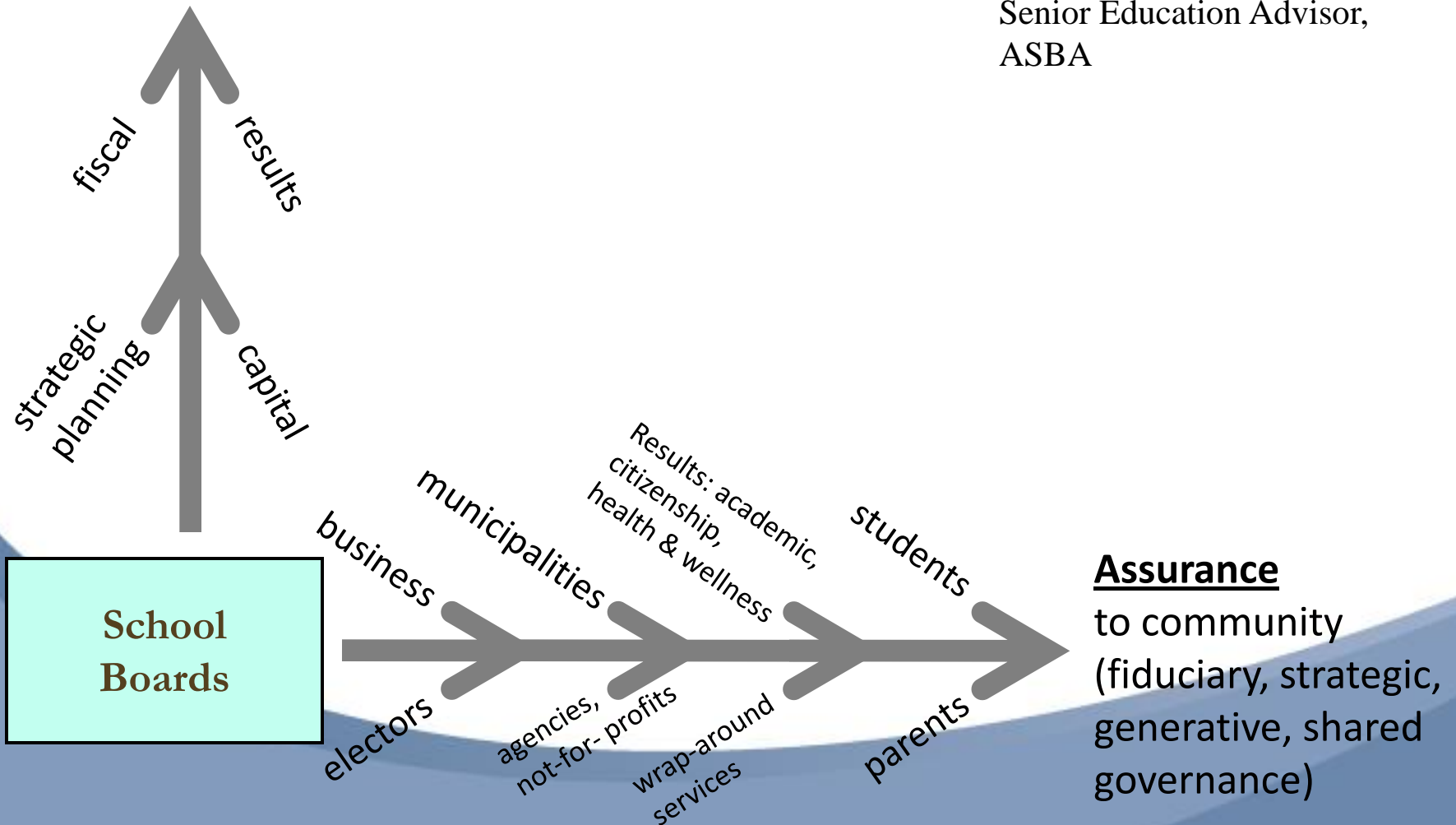
Generative Mode

- Sense-making through generative thinking
- Reframing, challenging the status quo
- Creative and collaborative leadership
- Shedding the shackles of cultural, professional, generational biases
- Evolving; “building it as we go”

Accountability

to government
(fiduciary, strategic)

~ Jim Gibbons
Senior Education Advisor,
ASBA



Assurance

to community
(fiduciary, strategic,
generative, shared
governance)

Levels of Engagement

- Networking (exchange of information)
- Cooperating/consulting (sharing key information/strategies)
- Collaborating (commitment to shared risks, responsibilities, resources)
- Embedding (transformation of practice/culture – “the way we do things around here”)

CREATING A COMMUNITY LEARNING CAMPUS THROUGH COLLABORATION



- Generative
- Shared Governance
- Governance Team



OLDS
COLLEGE

*In Collaboration with the Town of Olds,
Mountain View County and the
University of Alberta*

The Collaborators

- College
- CESD
- Students
- Parents
- Business/Industry
- Health
- Child and Family Services
- Employment and Industry
- Town
- County
- Recreation
- Chamber of Commerce
- Adult learning/literacy
- Rotary
- Lions
- Kiwanis
- Artists

Generative Questions

- What is community?
- What is rural development?
- What is rural sustainability?
- Urbanization trends – why?
- Where do our young people go?
- Why would they stay? Come back?
- What is a rural lifestyle? Culture? Values?

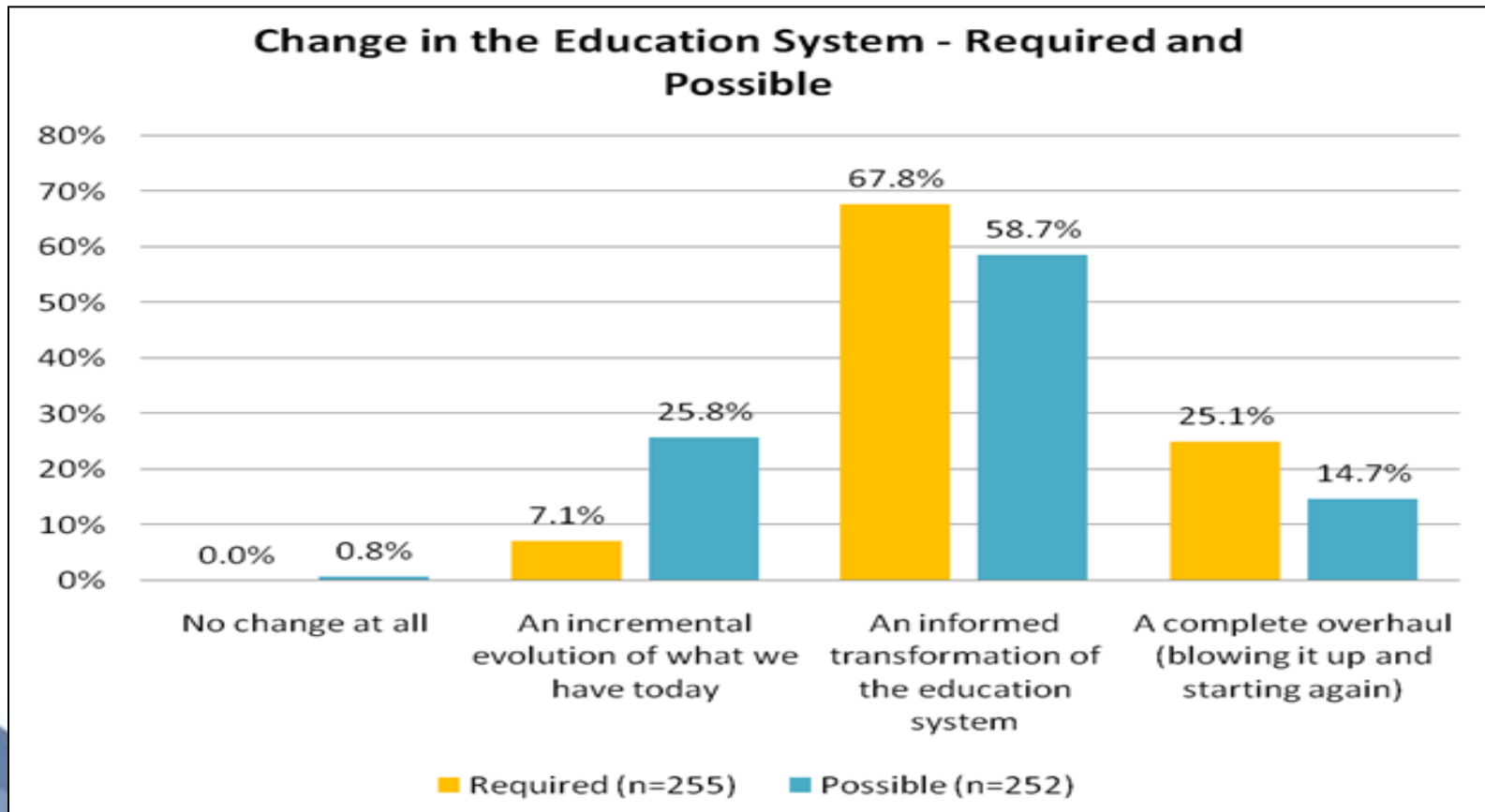
Models of Engagement



Large Scale – Town Hall

- Suitable venue
- By invitation?
- Trained facilitators
- Targeted timeline
- Group think

An Emerging Vision



Models of Engagement

Focus Groups

- Comfortable venue
- Representative group
- Focused conversation
- Report back



Models of Engagement



One-on-One

- Relaxing venue
- Representative individual
- Focused conversation
- Conversation summary – key points

Models of Engagement

Electronic – Blogs, Wikis, Twitter, etc.

- Open/closed invitation
- Moderator
- Focused conversation
- Time-bound





Parkland Blogs

Collaborate • Create • Learn

Blogs

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Blogs



by tmonds

Here we go!

2:08 pm in [21 Century Learning, Assessment, Messages from the Superintendent](#) by tmonds

[Shaye Patras](#), a principal at [Blueberry School](#) in Parkland School Division, wrote this very detailed post on comprehensive reporting. We have asked him to share it on our blog site and would love any feedback or thoughts you have on this post. Thanks to Shaye for sharing his thoughts openly with our school community.

Please take time to read the post below

To start connecting please log in first.

Username

Password



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Contact Us

Peace River School Division
10018 - 101 Street
Peace River

Join the Conversation - Your Voice Matters!



Welcome to Peace River School Division's **Conversations Toward Student Success ONLINE** initiative.

This initiative is intended to provide an anytime, anywhere place where we can engage in conversations that support a community based network supporting the education of our youth. We believe that education is everyone's business and your input is important to us.

Everyone's voice is important - students, parents, staff and community members. Please log in, post your ideas, read other comments and keep the conversation going.

Paul Bennett, Superintendent

Discussion Topics

The [Proper Use Guidelines](#) are available for your review.

You can participate in the discussion using one these methods. Let's keep the conversation going.



What do you see could be improved, removed or changed so that students have a safer learning environment and be treated with greater respect and dignity?



INSPIRING HEARTS & MINDS

2007/08 Futures Planning

WHY are we Inspiring Hearts and Minds?

HOW are we Inspiring Hearts and Minds?

What is WHOLE child education?

How do we educate the WHOLE CHILD?

What are 21st Century Skills?

Great Reading

Great Viewing

For Teachers

Upcoming Events

Ordinary teachers doing extra-ordinary things to help the environment:



Children born today may live to see the year 2100! What skills will they need to live, work and thrive in an interconnected, complex and exponentially changing world? We already know that today's high school graduates likely will average six to eight jobs over the course of their careers, many requiring skills that are yet unforeseen. What can we do to best prepare our children?

In the fall of 2007, CRPS launched *Inspiring Hearts and Minds – A Strategy for the Future of Public Education in the Bow Valley*. Informally referred to as *Futures Planning*, we embarked on a series of year-long open forums and conversations with teachers, students, parents, administrators and school board trustees. While declining enrollment and shrinking resources first prompted many of these discussions, they soon became much deeper and more thoughtful. We challenged ourselves to think beyond present day practices and consider the possibilities for schooling and learning not just in two to three years, but in the generation ahead. We weren't simply talking about implementing another new program or two into our schools – we were talking about looking at education through a much wider lens. Why? Because we all want to prepare our children to meet the challenges of the exponentially changing 21st century. How will we do this? By focusing on the WHOLE CHILD.



Welcome to *Inspiring Hearts and Minds*.

With our first year of discussions and research behind us, we are now exploring and developing opportunities that support the education of the WHOLE CHILD.

Click here to read about the full [2007/08 Futures Planning process](#)

[Click here](#) to read the full copy of the June, 2008 report – *Strategy for the Future of Public Education in the Bow Valley*

Generative Engagement



At the 30 000 ft level

A Caring, Respectful and Safe Environment

33(1) A board has the responsibility to

(d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a caring, respectful and safe environment that fosters and maintains respectful and responsible behaviours

A Caring, Respectful and Safe Environment

32. A parent of a child who is a student or who is enrolled in an early childhood services program has the responsibility to

(d) ensure that the parent's conduct contribute to a caring respectful and safe environment

A Caring, Respectful and Safe Environment

31. A student has the responsibility to

- (c) ensure that the student's conduct contribute to a caring, respectful and safe environment*
- (d) respect the rights of others in the school*
- (e) refrain from, report and not tolerate bullying or bullying behaviour directed towards others in the school, whether or not it occurs within the school building, during the school day or by electronic means*