



Education for the 21st Century

South Accommodation Review Committee – January 4, 2011

All Students Achieving Their Full Potential Achievement Matters Engagement Matters Equity Matters

Presentation Agenda

- Background
- What Did We Learn?
- Why and How?
- *Six Education For the Future
Guiding Principles*
- Consider the Potential...
- Questions

Background

- Spring 2008 – Secondary Education of the Future as Foundational to ARC

– Why?

Background Continued

- Sept. 2008 – Dec. 2009
 - Research – primary and secondary
 - Site visits
 - Focus groups
 - Online Forum
- April, 2010 – Trustees approved *Guiding Principles of Education*



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Embrace the six “*Education for the Future Guiding Principles*” as filters for decision-making.

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Why?

- The world has changed

How?

- Today’s students will have multiple jobs, many that have not been created yet.
- The Digital World has connected us like never before.
- The future is unpredictable.

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Why?

- The existing models no longer “fit”

How?

- Agricultural Model – seasonal cycle
- Industrial Model – assembly line
- Information Age – passively consume information

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Why?

- The learner has changed

How?

- Self-learner
- Networked-learner
- Lifelong-learner

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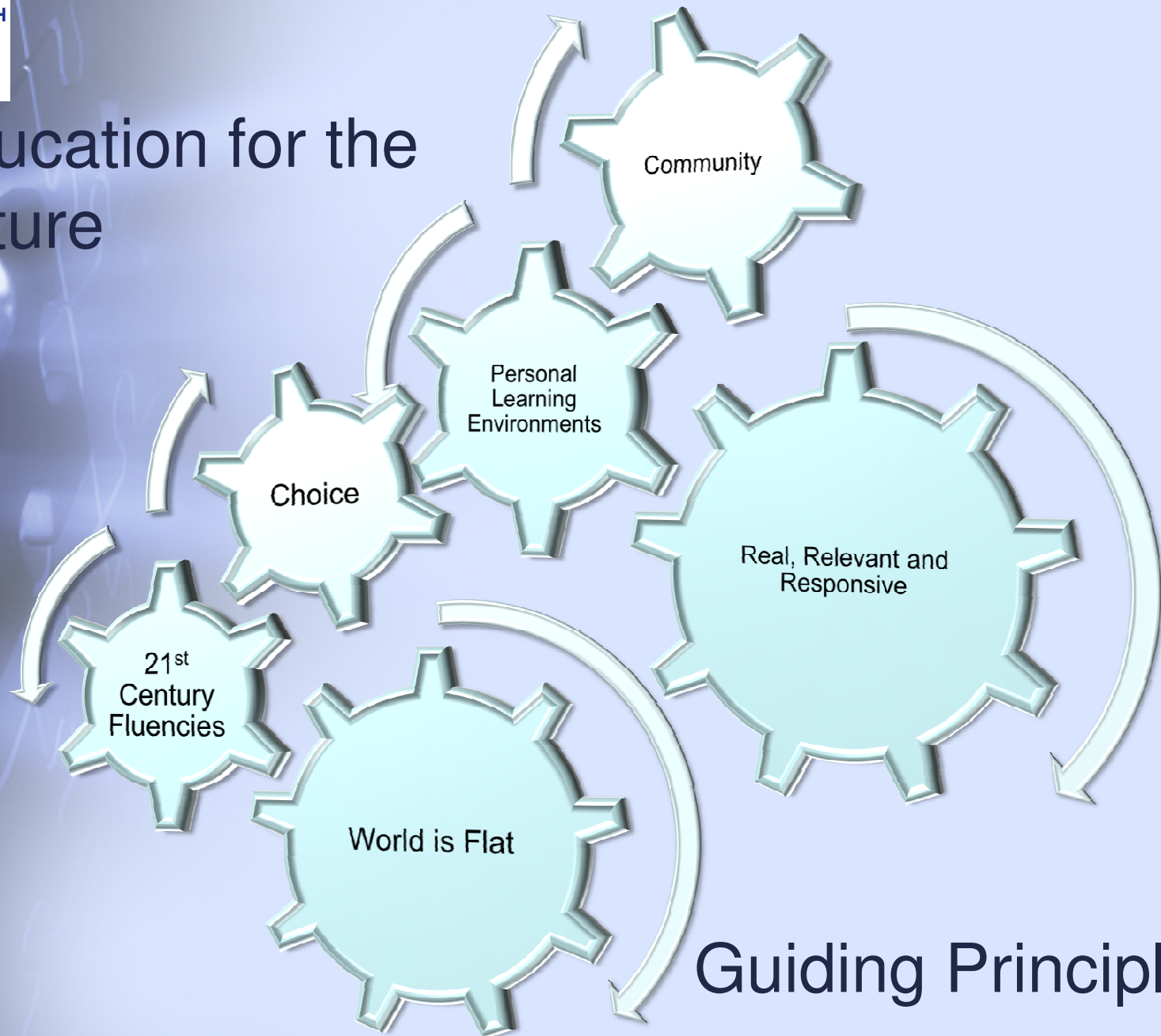
The Journey

- All Students Achieving Their Full Potential
 - Achievement Matters
 - Engagement Matters
 - Equity Matters

- How do we ensure that our students graduate prepared for a future that is changing at an unprecedented rate?
 - The world has changed
 - Existing models no longer "fit"
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- 6 Education for the Future Guiding Principles

Education for the Future



Guiding Principles

The World is “Flat”

- Monitor for implications
- Software that bridges the physical divide
- Collaboration and competition beyond face to face
- “Open” – anyone can contribute to technological innovation, MIT Courses
- Consumers vs. Prosumers
- Anyplace, anytime access to information
- Google vs. Facebook

HWDSB 21st Century Fluencies

Solution Fluency

- Problem-solving and application
- Adaptability

Information Fluency

- Communication
- Information Processing, Reasoning & Synthesis
- Critical Thinking and Analysis

Creative Fluency

- Creativity
- Innovation
- Artistic Proficiency



HWDSB 21st Century Fluencies

Media Fluency

- Technological Literacy
- Critical Thinking and Analysis
- Graphic Literacy

Collaboration Fluency

- Collaboration
- Teamwork
- Global/Digital Citizenship
- Self Awareness

Strategic Choice

- Student/parent/school – equal partners
- Student voice and empowerment = engagement = student achievement
- Equitable access to programs that meet student needs, abilities, learning styles, interests, career paths
- Strategic choice in where, when and how learning occurs
- Flexible programming

Personal Learning Environments (PLEs)

Traditional definition expanded

- **"Personal Learning Environments** are systems that help learners take control of and manage their own learning. This includes providing support for learners to:
 - set their own learning goals
 - manage their learning; managing both content and process
 - communicate with others in the process of learning, including meaningful feedback in order to achieve learning goals
- Flexible environment
- Supports local and global collaboration
- Structures to support learning beyond school walls
- Supports students natural interface with technology
- Personalized: All, Some, Few
- Everything is “temporary” and changes when needs change

Real, Relevant and Responsive


- Learner-centered
- Self-directed
- Integrated, practical, real
- Problem-based, project based learning
- Interdisciplinary approach
- Flexible and adaptable – curriculum and physical environment
- Meet students in their world
- Classrooms are anywhere learning happens
- Community has a role in the classroom
- On-demand learning
- Collaborative – local and global
- Learning for life

Community

- Within the building, outside, local, global, face to face, virtual
- Student interaction with all within the community is essential
- School as a community hub
 - Use of school beyond regular day – access to technology
 - Community resources in schools
- All learners are engaged in extra-curricular activities

Community – What Students Want

- Tranquil areas
- Open
- Natural lighting
- Courtyard spaces
- Numerous small conversation areas that are comfortable
- Food services to a “boutique” approach or a restaurant style
- Use of natural elements e.g. plants, water features, chairs of wood, skylights
- Make the furniture adjustable
- Identify areas where students can work
- Use of student art
- Change the colour schemes
- Learning Commons: spaces where students can talk and a small quiet place to work.
- Make provision for the use of technology throughout



Why do we need to act?

- The world has changed
- The existing models no longer “fit”
- The learner has changed

How we respond...

- The world is “flat”
- 21st Century Fluencies
- Strategic Choice
- Personal Learning Environments
- Real, Relevant, Responsive
- Community

Significant change does not happen overnight and must be considered in a planned, purposeful and strategic way. Consider the potential of an environment where...

Questions?