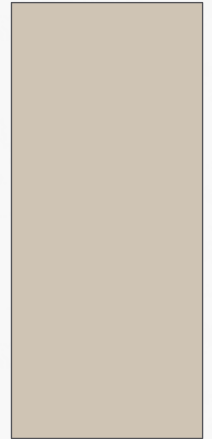


WHAT DAVID TAUGHT CHINOOK'S EDGE

OCTOBER 1, 2015



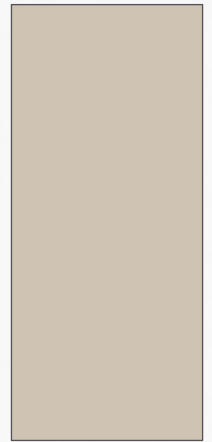
REFLECTING ON MY 30TH YEAR

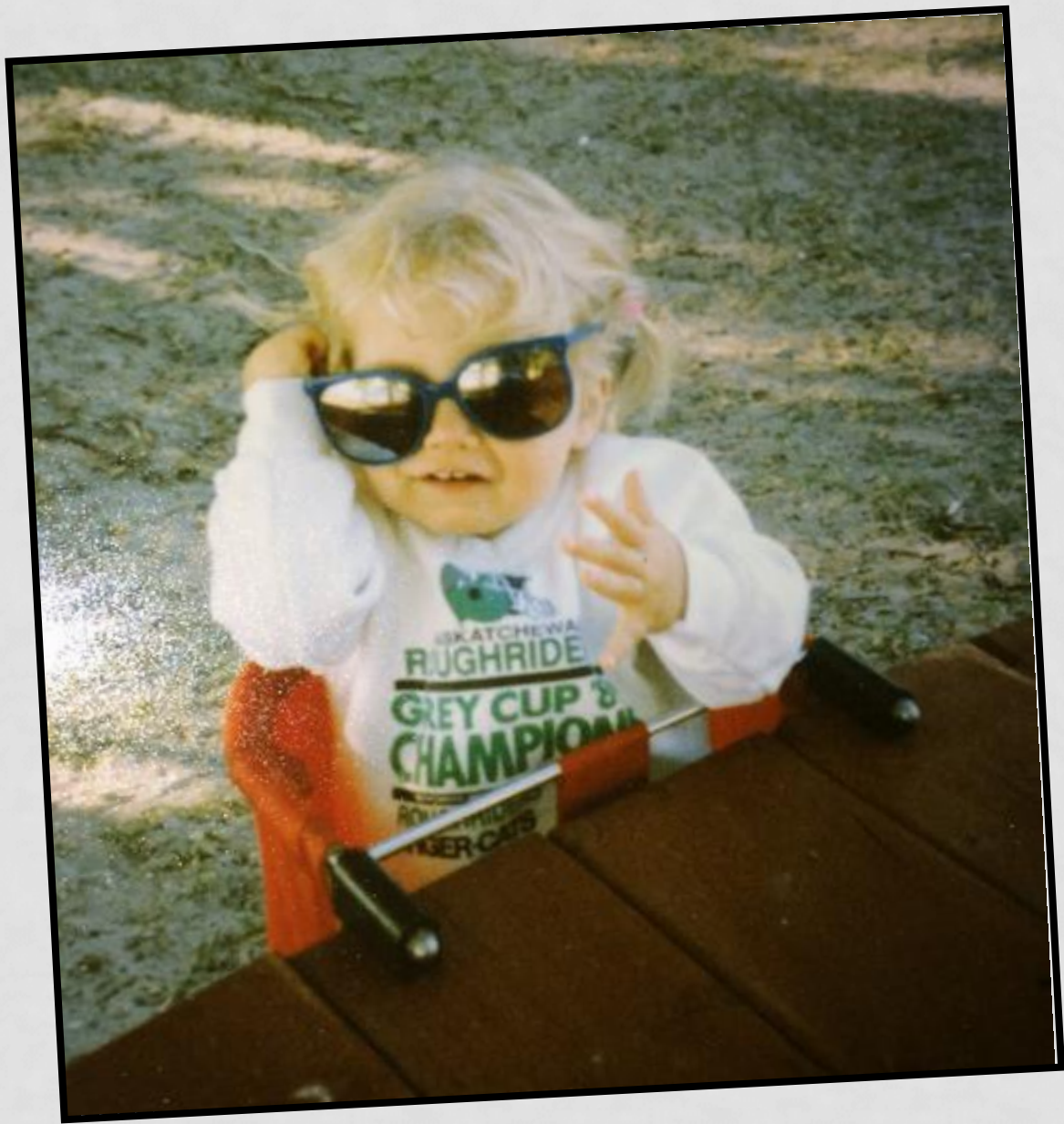
- I have always believed relationships matter at every level
- In my earlier years, I thought relationships could carry the day
- Goleman (EQ) Primal Leadership - leadership styles that resonate - affiliative, coaching, democratic... and...
- Visionary Leadership - a key leadership insight
- What surprised me?

I AM CONVINCED...

- **A great division and a great school have this in common...**
 - A. they get vision right**
 - B. relationships really matter**
 - C. they achieve the vision through teams of people**
 - D. they redesign systems to ensure the Davids of the world never, ever, fall through the cracks**
 - E. they do not just get students over the bar, they have high expectations for all**

MY STORY



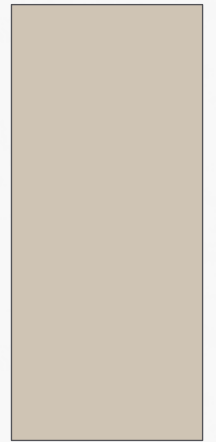


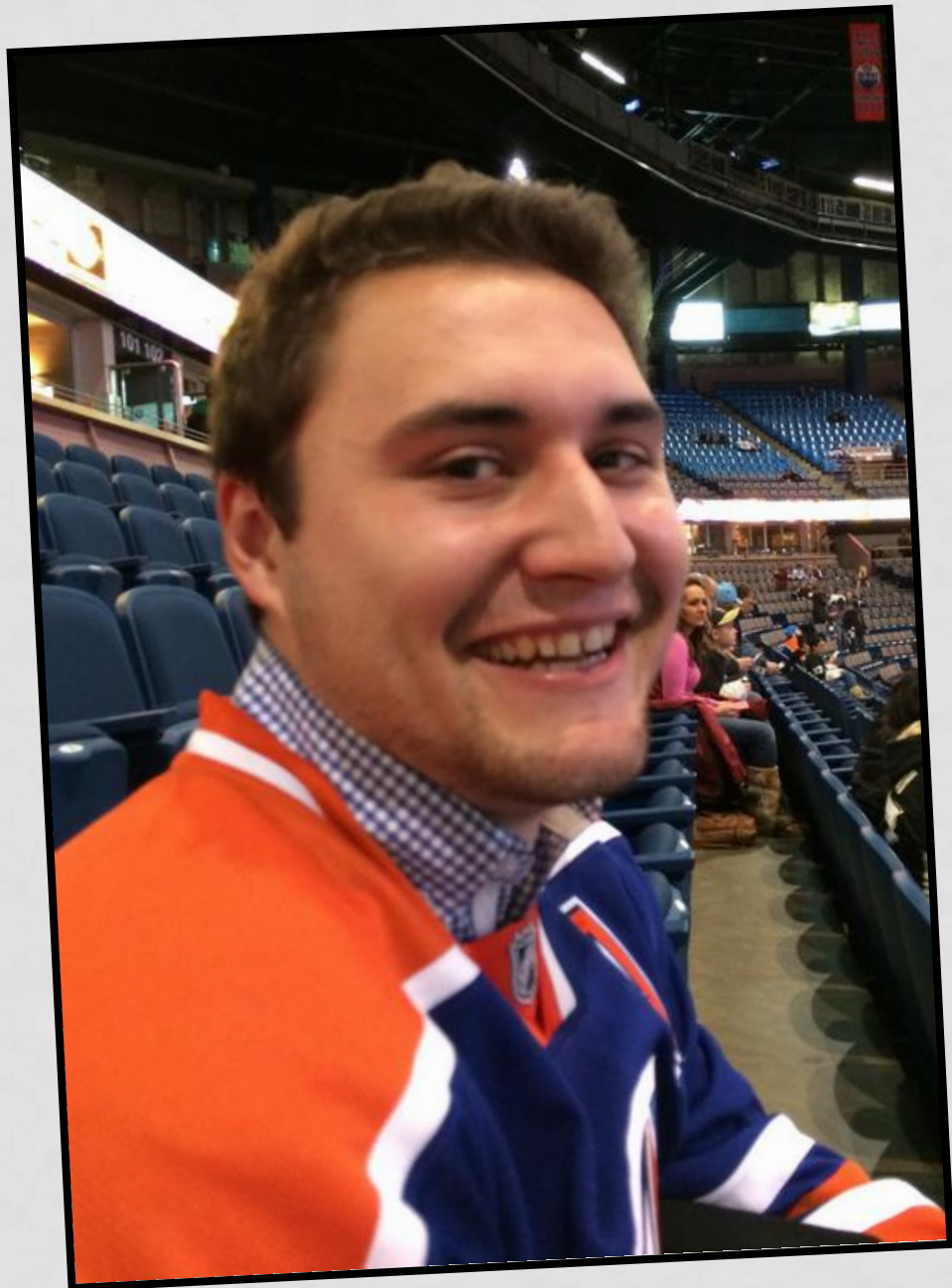




JULIAN 1997

WHEN MY SON WAS 5 HE MET MY VICE PRINCIPAL
GARY RAN A LIQUOR STORE
GARY'S VAN, LACOMBE ARENA





A HUMBLING STORY

MICHAEL

LACOMBE COMPOSITE HIGH SCHOOL 1999
ENGLISH 33



WHAT IS STUDENT 'A' CAPABLE OF?

- Student 'A' is late in their Grade 1 year and still can't identify their letters and they can't read.

WHAT IS STUDENT 'B' CAPABLE OF?

- Student 'B' is in Grade 4, doing very well, and is already showing signs of brilliance.

WHAT IS STUDENT 'C' CAPABLE OF?

- Student 'C' is in Grade 7 and has been stabilized through medication after spending a week in unit 39 in Red Deer Regional Hospital for suicide ideation and elevated outbursts of anger.

WHAT IS STUDENT 'D' CAPABLE OF?

- Student 'D' has been diagnosed with autism, he has poor hygiene, makes no eye contact, beetles down hallways with his head down, and is going to spend Grades 9 through 11 segregated in a K&E Program.

WHAT IF I TOLD YOU STUDENTS A, B, C AND D WERE ACTUALLY THE SAME STUDENT?

- **You have just been introduced to David.**
- **What was his potential?**
- **Last June, I went to a graduation at Delburne School**
- **David delivered the Valedictorian speech.**
- **No notes. 500 people. I was blown away.**

DAVID TAUGHT CHINOOK'S EDGE A LESSON

- *The question is, did we learn anything, and will we do anything about it?*

LET'S MEET DAVID, SHALL WE?

- K-8 in Elnora School and Grades 9-12 in Delburne. Both staffs were full of “school teachers” and both staffs took collective responsibility to ensure he was successful.
- It has been edited to about 3 minutes. As you watch I want you to consider some key questions.

WHAT TO WATCH FOR IN VIDEO 1

- David has a message or two for teachers, administrators and district level leaders. What might those messages be? How do they align with the 9 principles of High School ReDesign?
- What role did David play in his own success?
- I am convinced his story is a metaphor for almost everything we are after as a school division. And everything we stand for.



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3:00

THE STORY OF DAVID BROWN - PART 2

- When did he start getting on a winning streak? Who helped him?
- The Elnora Team (Grade 1 letters, Grades 3-4, Grades 7-8, autism speaker)
- The Delburne Team (Ted's leadership program, Deb, Stephen, Anita, Bart, Kathy, and others like Tyler)
- Eye contact, hallway movement, hygiene, anger
- Grade 9 team effort to engage student socially

THE STORY OF DAVID BROWN - PART 2

- English 10-2 peel pencils? “Do you want to spend the rest of your life in your mother’s basement David?” (teachers challenged, encouraged, and believed in him)
- Root beer bribes. Leveraged his passion for computers.
- Talent show – Rubik’s Cube/assemblies for leadership
- Grade 12 re-integrated into regular classes
- Math 30-1? His Diploma results?
- Valedictorian?

THE STORY OF DAVID BROWN

- In one story, I am reminded of why I became a teacher and have stayed in education for 29 years.
- In my mind, it speaks to everything we stand for. Everything we are trying to achieve.
- The true power of a team.
- It's all there. And we are all reminded by one student.
- One of the 11,000 very unique individuals in our care.

DAVID TAUGHT IT, WHAT DID WE LEARN?...

- **Flexibility, adaptability, and perseverance?**
- **We helped David. But have we helped them all?**
- **Do we have school and division culture right?**
- **Have we designed systems of intervention right?**
- **How can “getting teams right” help us achieve high levels of learning for every student?**



THE REST OF THE STORY

- The story of David “is a clear example of what happens when everyone works together”

- Kim Brown - July 22, 2015

- When we get our teams and processes right, what kind of difference can we really make?
- Delburne’s cultural conditions are ripe for Phase IV
- High School ReDesign is not an indictment on what has been done. It is an opportunity for all of us to move forward.

TODAY...

- You can view High School ReDesign as...
 - a good way to screw things up
 - put fluff in flex and make it just about flex time
 - be ambiguous with your teachers about purpose and what it is you expect them to do

TODAY...

- Or you can view High School ReDesign as...
 - a great opportunity to simply get better by design
- Covey's quote *"the system is perfectly designed to get the results it gets"*
- Is a 75% completion rate in Alberta really something we should settle for?

TODAY...

- We have some high schools in the 90%+ range
- They do not have better people. Its by design.
- Why not steal from the ones that think they are so smart...😊
- And then tell everyone it was your idea to begin with.
- Have a great day!