



The Learning Symposium - Community Engagement in Action *with Tim Coninx and Jim Simpson*

**Audience: Administrators and Jurisdictional Leaders School Population: 1752
Grades: 10-12 Phase: 2**

Built in 1967, Lord Beaverbrook High School, in Calgary, has a long history. We knew introducing educational and institutional change would be difficult and needed to be approached strategically. And if we wanted change, where do we start? Do we plunk another model onto the school and work with it, or is there a better way for our school community to experience success? We essentially needed to understand from the stakeholders, in the school community, what was needed. We needed to hear their voices, not our own. Our design for a Learning Symposium for students, staff and parents resulted in immeasurable data that we use to directly inform the change that we are designing, executing, and succeeding with, at Lord Beaverbrook High School. Our presentation will outline what our dynamic process for change is, and how it continues to change itself, and will assist you in defining what you need to learn from your school community. We plan to spend time designing questions and processes for you to get that significant information. We will initiate our process together with you. Come prepared to rethink about using data to inform decision-making in your context.

Tim Coninx and Jim Simpson Jim Simpson, Principal, has been the leader and champion of risk taking at Lord Beaverbrook High School. Tim Coninx is the Learning Leader for High School Redesign and High School Success. We work together finding new paths to take to improve high school success, for students, staff and our learning community, at Lord Beaverbrook High School, in Calgary.



October 2015

Activity 1: What is your context?

What would you like to change about your context? List facts, assumptions, unknowns in the chart to help describe your particular context. (10mins)

FACTS

ASSUMPTIONS

UNKNOWNNS



Red Deer

October 2015

Activity 2: What do YOU need to learn? (20mins)

Alone/partners, generate a list of *themes* you would like information about. Identify what *specifically* you need to know. Identify the questions you could ask to get to the specifics.



Red Deer

Activity 3: How's Your plan? (10 mins)

If you designed a Learning Symposium, how would you design it? In partners/alone, create a skeleton plan for your Symposium or Learning Conversation. What do you *must* be covered? What might be *optional*?

October 2015



Red Deer

Activity 4: Think, pair, share

When you review what LBHS did, what do you see? Like? Would change? Do differently? Design a framework for your own Symposium. What do you wonder about?

October 2015



Staff

Conversations



LORD BEAVERBROOK

Staff Learning Conversation I

October 2014

Based on the above, please consider and respond to these questions:

1. What traditions do we have that continue to serve our school well, and must be maintained?



Staff Learning Conversation I

October 2014

2. What new traditions do we want to establish that will serve our school community well into the future, and help us reach our goals?



LORD BEAVERBROOK

Staff Learning Conversation I

October 2014

3. What questions do you have about High School Success and High School Re-Design? What do you need to learn? What resources do you need?



LORD BEAVERBROOK

Staff Learning Conversations II

January 2015

Based on the above, please consider and respond to these questions:

1. How do we define student success at Lord Beaverbrook High School?



LORD BEAVERBROOK

Staff Learning Conversations II

2. How should we measure student success?

January 2015



LORD BEAVERBROOK

Staff Learning Conversations II

3. How should we celebrate student success?

January 2015



LORD BEAVERBROOK

Staff Learning Conversations II

January 2015

4. What do we need to do to increase student success at Lord Beaverbrook? What initiatives should we start? What actions should we take? (Think Quick Wins and Long Term)



Staff Learning Conversations III

March 2015

We are examining what a typical week of school and school day looks like at Lord Beaverbrook and would like your input.

Here are some basic facts to start:

Our school day is defined by:

- 1) A bussing schedule: Buses arrive at 8:45 a.m. and pick up at 3:45 p.m./2:15 on Fridays. This will not change.
- 2) Alberta Education's expectation is that we offer 1000 hours of instruction in High School. This will not change.
- 3) Calgary Board of Education's expectation is that schools offer a minimum number of instructional days - 180. This will not change.
- 4) Currently our timetable or daily schedule meets the expectation of Alberta Education. Lord Beaverbrook currently offers 1016 hours of instruction. We offer additional hours of instruction in the event that instructional days are lost (i.e. emergent events that result in school closure) and we are held accountable for that lost time.
- 5) Minimum requirements for a high school diploma and certificate remain the same.

These facts will not change.

Based on the above, please consider and respond to these questions:

- 1) If you had the flexibility to make changes to the structure of the school week, what changes would you make?



LORD BEAVERBROOK

Staff Learning Conversations III

March 2015

2) If you had the flexibility to make changes to the structure of the school day what changes would you make? (Changes to the bell schedule; length of the periods; length of the lunch hour; purpose of the periods; nutrition breaks etc.) Explain the rationale or reason for each of the changes. If you wish to actually design a bell schedule to help illustrate the changes you would make please do.



LORD BEAVERBROOK

Staff Learning Conversations III

March 2015

3) If students had some choice about school, and how students could engage with learning while in school, what would those choices be?



Staff Learning Conversations III

March 2015

4) Some high schools in Alberta have built in a FLEX block of time into their schedules. Schools that have placed a FLEX block into their schedule are using the time differently. Some examples are: additional tutorial support; opportunity for students to design their learning during that time; extended time for project work; and touchstone for other school related events, activities or initiatives.

- a. In your mind, if LBHS were to consider instituting a FLEX block, what would be the three most important elements to include in its design?
- b. If LBHS changed the school day to include a Flex Block, how should we structure it?
- c. What expectations should be in place? What would students need to understand about it and follow?
- d. How would students at LBHS use a Flex Block to their advantage?
- e. How would you change the structure of the school day to positively impact some of the issue we face with attendance (lates) and underachievement?

Some things to consider - optional tutorial time; open tutorial time; compulsory tutorial time; compulsory tutorial time with student choice; student-choice time to catch up on overdue work/credit rescue; time to work independently; classroom instruction; online learning or online options



Staff Learning Conversations IV

April 2015

World Cafe (at that table with the specific question(s) for the 30 minutes. For the first 25 minutes, First Question will be discussed, then for the final 25 minutes, Second Question will be the question to be discussed at the table. To conclude, Third Question will be discussed for 25 minutes.

1. What criteria define a task as meaningful, relevant, and engaging? What does the task (assignment, project, activity) involve?



Staff Learning Conversations IV

April 2015

2. What goals do you expect to achieve when you give feedback on a:
 - a. Report card
 - b. Project
 - c. Assignment
 - d. Exam/Quiz
 - e. Classroom participation
 - f. Rubrics
 - g. Checklists
 - h. Journals
 - i. Self assessments
 - j. Other...
 - k.



Staff Learning Conversations IV

April 2015

3. When students need support from a teacher, what is the most meaningful way for them to seek and obtain that help? How do you give the most valuable support/help? Are there ways we could consider other than in class or tutorial support?



Staff Learning Conversations IV

April 2015

4. Communication at Lord Beaverbrook has been identified as a major issue. Existing, traditional methods of communication (i.e. bulletin, announcements, sharing information verbally, school web site) are not addressing the full need and could to be enhanced with other methods. What new methods should we develop or use that would improve our communication?



Staff Learning Conversations IV

April 2015

5. In High School, what is a meaningful relationship? What expectations as a teacher do you have related to developing relationships with each other? What expectations as a staff do you have related to developing relationships with students? How important is this? How important is it for a student to have a meaningful relationship with a teacher or all of their teachers? Can you think of a teacher or significant adult in our school who you could go to for support?



Staff Learning Conversations IV

April 2015

6. What can be done to improve some of the negative stereotyping and assumptions made at LBHS that impact the students?



Staff Learning Conversations IV

April 2015

7. What is critical for yourself and your peers to build a sense of community and success at LBHS? What do you stand up for at LBHS?



Student Conversations



Student Learning Symposium

January 2015

LBHS Flex-Homeroom conversations facilitated by Flex Leaders - Guiding Questions

9:00 - 10:00 a.m.

We are examining what a typical week of school and school day looks like at Lord Beaverbrook and would like your input.

Here are some basic facts to start:

Our school day is defined by:

- 1) A bussing schedule: Buses arrive at 8:45 a.m. and pick up at 3:45 p.m./2:15 on Fridays. This will not change.
- 2) Alberta Education's expectation is that we offer 1000 hours of instruction in High School. This will not change.
- 3) Calgary Board of Education's expectation is that schools offer a minimum number of instructional days - 180. This will not change.
- 4) Currently our timetable or daily schedule meets the expectation of Alberta Education. Lord Beaverbrook currently offers 1016 hours of instruction. We offer additional hours of instruction in the event that instructional days are lost (i.e. emergent events that result in school closure) and we are held accountable for that lost time.
- 5) Minimum requirements for a high school diploma and certificate remain the same.

These facts will not change.

Based on the above, please consider and respond to these questions:



Student Learning Symposium

January 2015

1) If you had the flexibility to make changes to the structure of the school week, what changes would you make?



Student Learning Symposium

January 2015

2) If you had the flexibility to make changes to the structure of the school day what changes would you make? (Changes to the bell schedule; length of the periods; length of the lunch hour; purpose of the periods; nutrition breaks etc.) Explain the rationale or reason for each of the changes. If you wish to actually design a bell schedule to help illustrate the changes you would make please do. NOTE: Use the template provided - start and end times do not change, and tumbling order of classes will not change.



Student Learning Symposium

January 2015

3) If you had some choice about school, and how you engage with learning while in school, what would those choices be?



Student Learning Symposium

January 2015

4) Some high schools in Alberta have built in a FLEX block of time into their schedules. Schools that have placed a FLEX block into their schedule are using the time differently. Some examples are: additional tutorial support; opportunity for students to design their learning during that time; extended time for project work; and touchstone for other school related events, activities or initiatives.

- a. In your mind, if LBHS were to consider instituting a FLEX block, what would be the three most important elements to include in its design?

- b. If LBHS changed the school day to include a Flex Block, how should we structure it?



Student Learning Symposium

January 2015

c. What expectations should be in place? What would students need to understand about it and follow?

d. How would students at LBHS use a Flex Block to their advantage?

e. How would you change the structure of the school day to positively impact some of the issue we face with attendance (lates) and underachievement?

Some things to consider - optional tutorial time; open tutorial time; compulsory tutorial time; compulsory tutorial time with student choice; student-choice time to catch up on overdue work/credit rescue; time to work independently; classroom instruction; online learning or online options



10:10-11:00: *Table Sharing of Flex Homeroom conversations.*

In grade-mixed table groups, use large chart paper and pens to organize and group information from table group members.

- Assign the three roles of Facilitator, Timekeeper and Recorder.
- Start anywhere and remember to provide enough time to collect information from all table members
- Use one chart sheet, or more, per question
- We will also collect the individual question sheets
- record table member names on the backside of chart paper
- grouping information from homerooms by
 - similarities
 - differences
 - themes voices
 - ideas

Start anywhere and remember to provide enough time to cover all information from all 4 FLEX homeroom questions. Use one sheet, or more, per question, please.



In grade-mixed table groups, use large chart paper and pens to organize and group information from table group members.

- Assign the three roles of Facilitator, Timekeeper and Recorder.
- Start anywhere and remember to provide enough time to collect information from all table members
- Use one chart sheet, or more, per question
- We will also collect the individual question sheets
- record table member names on the backside of chart paper

Topic: Culture (**Tables 1-6**): 30 minutes

If we built a definition of success for Lord Beaverbrook High School, what would it be? Design a wordle or other illustration to show your definition.



In grade-mixed table groups, use large chart paper and pens to organize and group information from table group members.

- Assign the three roles of Facilitator, Timekeeper and Recorder.
- Start anywhere and remember to provide enough time to collect information from all table members
- Use one chart sheet, or more, per question
- We will also collect the individual question sheets
- record table member names on the backside of chart paper

Topic: Culture (**Tables 7-12**): 30 minutes

What do we value and recognize as important at Lord Beaverbrook High School?

What should we value and recognize in addition to the above?



In grade-mixed table groups, use large chart paper and pens to organize and group information from table group members.

- Assign the three roles of Facilitator, Timekeeper and Recorder.
- Start anywhere and remember to provide enough time to collect information from all table members
- Use one chart sheet, or more, per question
- We will also collect the individual question sheets
- record table member names on the backside of chart paper

Topic: Culture (**Tables 13-18**): 30 minutes

If you were asked by a stranger to define Lord Beaverbrook, what would you say?

What do you want the reputation of Lord Beaverbrook to be or to become?



In grade-mixed table groups, use large chart paper and pens to organize and group information from table group members.

- Assign the three roles of Facilitator, Timekeeper and Recorder.
- Start anywhere and remember to provide enough time to collect information from all table members
- Use one chart sheet, or more, per question
- We will also collect the individual question sheets
- record table member names on the backside of chart paper

Topic: Structure (**Tables 19-24**): 30 minutes

How would students at Lord Beaverbrook benefit from a designated, online support workspace? How is it structured for success at LBHS?



Student Learning Symposium

January 2015

Student Panel Questions: At Lord Beaverbrook, what are we doing well to help prepare students for their future? What could we do better or differently? What are students doing to prepare for their own futures? What more do you need from your school to help you reach success? What could LBHS do differently to improve?

Student Audience notes: Record information individually
What are you hearing?

What are you learning?

Something you agreed with is...

Something you disagreed with...



Table Responses to Student Panel: collected ideas & information

In grade-mixed table groups, use large chart paper and pens to organize and group information from table group members based upon the information obtained from the Student Panel.

- Assign the three roles of Facilitator, Timekeeper and Recorder.
- Remember to provide enough time to collect information from all table members
- Use one chart sheet, or more, per question
- We will also collect the individual question sheets
- record table member names on the backside of chart paper

Student table responses are to focus on:

1. What was heard (from the Student Panel)?
2. What did they learn?
3. What is agreed upon, or disagreed upon, and why?



World Cafe Session: 25 minutes per question

You will be responding to three (3) of the following eight (8) questions in total. We will designate the first one for you, then you will have the opportunity to choose the next two. *Please listen for instructions.*

In table groups, use large chart paper and pens to organize and group responses from table group members.

- Assign the three roles of Facilitator, Timekeeper and Recorder.
- Remember to provide enough time to collect information from all table members
- Use one chart sheet, or more, per question
- We will also collect the individual question sheets
- record table member names on the backside of chart paper

Guiding questions - you will get to do three of eight

1. When teachers give you a task, assignment or project to do, what helps to make it meaningful, relevant, and engaging?
2. What do you expect when you receive feedback from teachers on a:
 - ★ Report card
 - ★ Project
 - ★ Assignment
 - ★ Exam/Quiz
 - ★ Classroom participation
 - ★ Rubrics
 - ★ Checklists
 - ★ Journals
 - ★ Self assessments
 - ★ Other...



3. When you need help from a teacher, what is the most meaningful way for you to seek and obtain that help? Are there ways we could consider other than in class or tutorial support?

4. Communication at Lord Beaverbrook has been identified as a major issue. Existing, traditional methods of communication (i.e. bulletin, announcements, sharing information verbally, school web site) are not addressing the full need and could to be enhanced with other methods. What new methods should we develop or use that would improve our communication?

5. In High School, what is a meaningful relationship? What expectations as a student do you have related to developing relationships with each other? What expectations as a student do you have related to developing relationships with school staff? How important is this? How important is it for a student to have a meaningful relationship with a teacher or all of their teachers? Can you think of a teacher or significant adult in our school who you could go to for support?

6. What is some of the negative stereotyping and assumptions made at LBHS that impact the students? What can be done to improve it?

7. Can we improve our use of technology in teaching and learning? How would you change the use of technology at LBHS?

8. What is critical for yourself and your peers to build a sense of community and success at LBHS?