



**Natrona County Schools Visioning Workshop 2**  
**Monday, April 13, 2009**  
**8:30 AM – 3:30 PM**  
**Tuesday, April 14, 2009**  
**8:30 AM – 4:30 PM**

**Monday**

8:30 – 9:15	Panel Reflections on Workshop 1	Visioning Committee Members
9:15 – 9:45	Review First Thoughts	Roz Keck Julia Collier
9:45 – 11:45	Living on the Future Edge	Ian Jukes Ted McCain Frank Kelly
11:45 – 12:15	Lunch	
12:15 – 3:30	Living on the Future Edge, continued	Ian Jukes Ted McCain Frank Kelly

**Tuesday**

8:30 – 9:00	Reflections from Yesterday	Julia Collier Roz Keck
9:00 – 12:00	Learning for Tomorrow	Ian Jukes Ted McCain Frank Kelly
12:00 – 12:30	Lunch	
12:30 – 1:00	Field Journey Report	Visioning Committee Members
1:00 – 2:00	17 Principles	Ian Jukes Ted McCain Frank Kelly
2:00 – 4:00	Second Thoughts	Roz Keck Julia Collier
4:00 – 4:30	Shadowing and Journal Assignment	Julia Collier



**MEETING #1 MINUTES**  
**Natrona County School District**  
**Path to 2025**  
**Visioning Workshop 1**  
**Thursday, March 26, 2009**

On Thursday, March 26, 2009 from 1-6 p.m., the Natrona County School District's Path to 2025 Visioning Committee met for its first workshop. **The agenda for the meeting, as well as other materials referenced and utilized for the meeting, are in your notebook .** Approximately 55 community members and NCSD staff were in attendance.

The group was welcomed by Superintendent Joel Dvorak and opening comments were made by Dr. Julia Collier-Earl and Cambridge Strategic Services facilitator Roz Keck. Others representing Cambridge in attendance were; author, architect and facilitator Frank Kelly and communications strategist Sarah Stephenson.

To get acquainted, participants were invited to introduce themselves and share their passion for education. Comments ranged from helping develop a system that will keep kids engaged; to passions for powerful, relevant teachers that hold kids accountable; commitments to nontraditional learners; making sure every child and parent wants to be a part of school; and a necessity to teach kids how to learn and continue learning. Collier said the charge of the committee is to conceptualize the 21st century secondary learning platform for Natrona County by exploring what the District believes about learning for 2025 and defining how to accomplish those beliefs.

Keck and Collier led the participants in examination of Gary Marx's *16 Trends That Will Profoundly Impact Education and the Whole of Society in the 21<sup>st</sup> Century*. Discussion of these trends revealed an apparent need for communication and collaboration, to teach kids to be more competitive globally, for discussion concerning NCSD's tradition of school of choice, to face poverty within NCSD, the role of teachers and how they teach, and the need to better engage both students and parents.

This committee will be using NCSD's Graduate Profile as a basis and background for discussion throughout their meetings; Vicki Foster presented information on this topic.

The group was then challenged by an article published by the Partnership for 21<sup>st</sup> Century Skills entitled *21<sup>st</sup> Century Learning Environments*. Following the reading, participants were asked to consider questions from 2025 pertaining to students, learning, learning facilitators, community and parent partnerships, and environment and times. Working together, participants were asked to make statements regarding each topic (prompted by questions) as if it is the year 2025. A few of the responses included:

- Students live in a world of different communications; a world that is globally centered.
- Students live in a world where nanotechnology is the norm; we are connected at all times.
- Students learn to learn, and relearn.
- Learning is part of survival.

- Students have remote access to instruction.
- Learning is a virtual experience.
- We live in a culture of learning for all; parents and students.
- The purpose of learning facilitators is to evolve thinkers.
- Instruction is built on collaboration and communication beyond walls.
- Parents are committed to being valuable partners and learners as students learn and change.
- Parents share ethical and moral responsibilities for students with learning facilitators.
- The learning environment is not configured to a specific age or grade, but to learning levels.
- The learning environment is focused on on-the-job training.
- Learning is not about a place or a building, but about community.
- Spaces and times are flexible.

Keck presented a brief review of the final document that will come from the Visioning Committee which will be called *Findings and Directions* where findings are statements about what the district believes for the future of secondary education and directions are statements about how to achieve those beliefs. It is important to note that group decisions will be made by agreement not by consensus

Before being released for dinner and more intensive discussion regarding 21st century learning, Collier prompted participants to write a journal entry for before their next Visioning Committee workshop.

Think about the discussion that we've had today. In your mind, what were some of the most pertinent things we talked about and what are your thoughts for bringing those in to our 21<sup>st</sup> century learning system?

The next workshop will be held April 13-14.



## Natrona County Schools Visioning First Thoughts

Findings	Directions
<b>Individual Learning</b>	
Flexibility is needed to meet individual learning needs for students and teachers	<ul style="list-style-type: none"> <li>• The school day will not be defined by a specific time</li> <li>• Learning experiences will be provided through options in places</li> <li>• Collaborative partnership and planning time is necessary</li> <li>• Flexibility will be provided to meet individual needs</li> <li>• Collaboration will happen outside individual buildings</li> <li>• The focus in each building will be student interest based.</li> </ul>
We must provide a relevant, flexible, engaging, authentic learning environment for students.	<ul style="list-style-type: none"> <li>• Students, staff, faculty and other stakeholders will be given a voice in developing learning outcomes and policies</li> <li>• Time-based measures of academic achievements will be eliminated (i.e. Carnegie units)</li> <li>• Physical, social and academic structures that facilitate learning will be created</li> <li>• Creative problem solving will be taught</li> <li>• Students will be taught to be creators and inventors.</li> <li>• The role of the teacher will be to evolve thinkers.</li> </ul>
Schools must create learning that is as engaging and relevant as the ones that students gravitate to outside of school	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Space and Time</b>	
Education of the whole child relies on flexibility of space and time led by clear policies and visions.	
<b>Relationships</b>	
21 <sup>st</sup> century learning is about focusing and building upon human relationships that connect	Human relationships will be fostered by designing spaces, designing and delivering instruction; implementing other systems that support human

# Working Document

people to their community and their world.	relationships
<b>Global Learning</b>	
Cultural and ethnic shifts will demand that students have diplomatic skills and learn internationally	<ul style="list-style-type: none"><li>• Students will be taught to be more competitive globally.</li></ul>
Creating an environment that honors community, collaboration fosters positive human relationships – not just space, but a place where learning is seamless with world beyond.	<ul style="list-style-type: none"><li>• Students will be taught to be productive citizens of the world.</li><li>• Learning must prepare students for careers that do not now exist.</li><li>• Students will be taught that whatever you set your mind to is attainable.</li><li>• Students will be allowed to work in global cohorts.</li></ul>

## Ian Jukes Biography

*Ian Jukes* has been a teacher, an administrator, writer, consultant, university instructor and keynote speaker. *Ian Jukes* is the Director of an international consulting group that provides leadership and program development in the areas of assessment and evaluation, strategic alignment, curriculum design and publication, professional development, planning, change management, hardware and software acquisition, information services, customized research, media services, and on-line training as well as conference keynotes and workshop presentations. Over the course of the past 10 years, *Ian Jukes* has worked with clients in more than 40 countries and made more than 8,000 presentations typically speaking to between 300,000 and 350,000 people a year. *Ian Jukes* has written twelve books, 9 educational series and had more than 100 articles published in various journals. *Ian Jukes* is also the publisher of an on-line electronic newsletter, the Committed Sardine Blog, which is electronically distributed to almost 90,000 people in 60 plus countries. *Ian Jukes* was the creator and co-developer of TechWorks, the internationally successful K-8 technology framework; and was the catalyst of the NetSavvy and InfoSavvy information literacy series; he has been a Contributing Editor for several journals and magazines. His most recent book was *Teaching the Digital Generation*, co-authored with Ted McCain and Frank Kelly. *Ian Jukes* is currently working on 3 books - a 2nd edition of *Windows on the Future*, a book on *Understanding Digital Kids* and a series on *Digital Fluency for 21st Century Learners*. *Ian Jukes* has also been working for several years with architectural firms to help facilitate planning new learning environments by taking the groups through a visioning process to help them align the thinking of the community (school board, administration, parents, students, community) about what new facilities should look like and how its design should align with the learning and instructional intentions of the school/district. *Ian Jukes* also works with organizations and communities that have lost their market or economic base and wish to explore possibilities for preferred economic futures. But *Ian Jukes* is an educator first and foremost. His focus has consistently been on the compelling need to restructure our educational institutions so that they become relevant to the current and future needs of children. His rambunctious, irreverent and highly charged presentations and articles emphasize many of the practical issues related to ensuring that change is meaningful. As a registered educational evangelist, his self-avowed mission in life is to ensure that children are properly prepared for the future rather than society's past. As a result, his material tends to focus on many of the pragmatic issues that provide the essential context for educational restructuring.

## **Biography of Ted McCain**

First and foremost, Ted is an educator. He has taught high school students at Maple Ridge Secondary School for twenty-five years. Although he has had several opportunities to take other jobs both inside education and in the private sector, he has felt his primary calling is to help prepare teenagers for success as they move into adult life.

Ted has been an innovator and pioneer in technology education. He has designed courses for his school district and the province of B.C. in computer science, data processing, desktop publishing, computer networking, website design, digital animation, digital film effects, and sound engineering. He feels the only way to keep instruction relevant and interesting for students is to be continually changing and updating what he teaches.

In 1997, Ted received the Prime Minister's Award For Teaching Excellence. Ted was awarded this prestigious Canadian national award for his work in developing a real-world technology curriculum for grade 11 and 12 students that prepares them for employment in the areas of website design and computer networking directly out of high school. Ted was recognized for his work in creating his innovative "4 D" approach to solving problems, his unique use of role playing in the classroom, and his idea of progressive withdrawal as a way to foster independence in his students.

In addition to being a classroom teacher, Ted has also been a department head, an administrative assistant, and a technology consultant. He is currently the Coordinator of Instructional Technology for Maple Ridge Secondary School in Vancouver, B.C. Ted has also taught at the junior college level. He has taught computer networking, graphic design, and desktop publishing for Okanagan College/University.

Ted is also an author. He has written or co-written seven books on the future, effective teaching, educational technology, and graphic design. He is currently working on three new book projects.

Prior to entering the teaching profession, Ted worked for several years in the computer industry as a programmer, salesperson, and consultant. In addition to his work as a teacher, for the past twenty-five years Ted has also consulted with school districts and businesses on effective teaching for the digital generation and the implementation of instructional technology. His clients have included Apple Computer, Microsoft, Aldus, and Toyota, as well as many school districts and educational associations.

Ted has now joined the Thornburg Center For Professional Development as an associate director for Canada. In this role, Ted has expanded his work as an educational futurist. Ted focuses on the impact on students and learning from the astounding changes taking place in the world today as a consequence of technological development. He is passionate in his belief that schools must change so they can effectively prepare students for the rest of their lives.





# Field Journey Guidelines

## **PURPOSE + OUTCOME**

### **At-a-Glance**

Field Journeys are a way of looking at other systems to determine if there are ideas we can use in Natrona County. Together participants will undertake small journeys to other places to explore new ideas and other practices.

These Learning Journeys allow participants to:

- move into unfamiliar environments,
- observe different contexts,
- step into relevant experiences,
- examine different ideas to grow or adapt in our system,
- discard ideas that are not compelling.

### **Purpose**

To engage participants in a series of immersion, listening, inquiry, and dialogue activities that explore a new environment. This allows participants to come back together and determine what might or might not be applicable to our system. It helps us discuss new ideas and determine prototype ideas that could catalyze change for 2025. We are looking for compelling examples.

### **Outcomes**

Increased awareness of aspects of a different system or program and the possible exploration, adaptation, or application for engaging Natrona students.

## **LOGISTICS**

### **People & Place**

The group composition matters because the impact of the field journeys is enhanced by a mix of perspectives. We will define places of high potential for the journeys.

### **Time**

The length of a field journey depends on the size of the geographic area being covered. It is recommended to allocate at least 1 day (or so) to field.

### **Materials**

If the hosts agree, it is advised to take pictures and/or videos.

## Field Journey Reflection

(to be completed)

1. What is the place visited?
2. What program(s) did you see?
3. Who did you talk to, listen to, or observe? (You can identify by description or name. e.g. math teacher, student, principal)
4. What did you notice in regard to student engagement and student opportunity? In regard to teaching and learning?
5. What did you notice about the physical facility?
6. What things impressed you about what you saw?
7. What things did not impress you about what you saw?
8. What information did you find out in questions you asked that you want to share or talk about?
9. What do you still need to know more about, if anything?
10. Was there anything you thought was unique and compelling about what you saw?
11. Do you think you saw anything that we should explore further in NCSD?
12. What things did you see that you do not want to do in Natrona County?