

---

# VISION 2030 - FEEDBACK

---

## REPORT ON FORUM

---

On the evening of May 6th, the Powell River Board of Education hosted a forum that focussed on a vision of education for the year 2030. Over 10% of the student population of the school district was involved in the event - many responded to the invitation to submit designs for classrooms and playgrounds for 2030, some took over the registration desk others prepared and served food at the Mix 'n' Mingle that followed registration. Some entertained during this portion of the evening and others demonstrated some of the interesting ways that they are using technology in their classrooms at the present time

Assisted by Trustee Aaron Reid, a group of senior students presented an improvised 20 year Grad Reunion that would later stimulate conversation in the talking and listening circles.

The central part of the evening was devoted to guided conversations on the following questions:

- (1) What do you imagine our local and global communities will be like in 2030?
- (2) What sort of education will our children need to function in that world?
- (3) What should be happening in our classrooms to prepare our students for the world of 2030?

Students, teachers, administrators, parents and members of the community shared their ideas with one another and were then invited to express their views to the Board - through "tweet"-sized or "blog"-sized post-it notes on the mock-up of the Board's web page.

## FEEDBACK

---

A number of common themes emerged in the discussions, the most significant being:

- the need for a sense of community within the schools, engaging parents, grandparents & others
- the need to address the students as whole beings - physical, emotional, social and spiritual beings
- the need to address individual learning styles/multiple intelligences
- the need to provide more experiential learning
- the need to celebrate the work of students and teachers in the District
- the need to develop global awareness and responsibility
- the need to focus on technology
- the need to invite young families into the community
- the need to build on intergenerational and intercultural programmes
- the need to be flexible

There seemed to be considerable discussion and feedback that suggested that educational initiatives could serve to attract people to the community (e.g. sustainability, eco-tourism, agriculture, aquaculture, etc.)

## BOARD RESPONSE

---

Discussions at the Board table focused, first of all, on those current programs which seem to be moving in the right direction.

Those included:

- (1) the dual credit programs
  - (1) VIU: culinary, carpentry, welding, automotive
  - (2) Capilano - film (advanced placement)
  
- (2) the sustainability initiatives
- (3) CMA/BOATT
- (4) music program
- (5) early childhood education programs & initiatives:
  - (1) Orca bus, Strong Start, daycare, Young Moms, Ready, Set, Learn, kindergarten screening
- (6) PRESS
  - (1) Mountain Ash, etc.
- (7) Read for the Top
- (8) PR Living articles
- (9) employment of young adults with special needs who have school completion
- (10) new facilities
  - (1) Brooks field & field house
  - (2) Max Cameron Theatre
- (11) PIE
- (12) e-learning
- (13) FN education program
- (14) provincial auditory program
- (15) district golf tournament

### AREAS WHERE CHANGES ARE IN PROCESS INCLUDE:

---

- (1) cosmetology and ECE/social work as dual credit programs
- (2) Eco-immersion program
- (3) introduction of an agriculture component
- (4) wilderness camp
- (5) Max Cameron theatre offerings

### AREAS WHERE THE BOARD WOULD SUPPORT FURTHER CHANGES:

---

- (1) develop and promote activities that foster a sense of belonging within and among schools in the community
- (2) institute events that celebrate & showcase the work that students and teachers are doing (e.g. an annual Take it to the Max performance for elementary schools)
- (3) encourage innovative projects that assist teachers to break out of the “bricks and mortar” model of education
- (4) facilitate healthy ways for employees to intertwine personal and work lives
- (5) expansion of employment opportunities for young adults with special needs who have school completion (e.g. grounds keeping)