SINE TIMORE AUT FAVORE

ST. GEORGE'S SCHOOL

Innovate or Die: The Global Learnings of Project 2051

www.stgeorges.bc.ca

Program

Speed Dating

Learnings from Project 2051

Global Education

Innovation at St. George's School

Design Challenge

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Welcome

Adrienne Davidson

Director of Advancement

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Sam Johnston

Director of Learning

Speed Dating

Stare lovingly across the table at your date… and explain to them **why you work in a boys school**… in **40 seconds** or less.

Project 2051

The 2051 Project pushed CAIS schools to think differently about the future of education and what their part would be in creating and shaping the future. Our research included students, who offered their best advice about schools for their children. Our process included a variety of people who studied schools around the world. Our findings will change our schools and ensure today's students are prepared to be leaders of tomorrow.

Project 2051

Our Mission:

To create opportunities for school leaders to research international **best practices** and develop strategies to grapple with the **dual challenge** of designing **innovative academic** programs, while **managing cost** per student.

Project 2051

Our Vision:

To continuously explore **academic and business innovation** to ensure independent schools' strength and permanence, while shaping the **future of education**.

Project 2051

Our Values:

To provide our members opportunities and research resources that will push schools to look externally at **global education** trends and internally at their **strategic priorities**, and discover what their role will be in shaping the **future of education** in their schools, their staff and their students.

Project 2051

Our Goal:

To initiate **innovation and change** in our schools, both in the **academic realm** and the **business realm**, in order for our students to experience an education that prepares them for a **future we cannot yet imagine**.

INNOVATE OR DIE

WE ARE GOING TO
EAT YOUR LUNCH.

When asked about opportunities to innovate within the academic program, participants identified the following:

- Timetable – flexibility in scheduling
- Experiential learning opportunities / exchange and co-op programs
- Online micro-school / Blended learning and the use of technology
- Personalized learning / Project-based learning
- Self-directed learning / Learning environments
- Assessments – students, parents, and faculty
- Collaborative faculty PD Business and Operations

When asked about opportunities to innovate within business and operations, participants identified the following:

- Enrolment / Tuition
- Boards facilitating strategic choice surrounding innovation
- New hires designated to develop and initiate innovation initiatives
- Leveraging the collaborative business culture of shared resources
- Flexible and adaptive financial plans
- Partnerships / Extended course offerings
- Leveraging technology to reduce costs
- Faculty structures and salaries

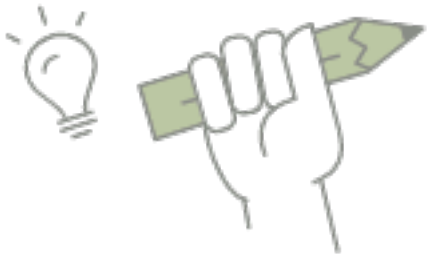
Your school is an Oreo Cookie

Crushed Financially

Lacking financial stability

Perfect Harmony

Project 2051



Design Thinking

Burning Platform

Global Education

“How wonderful it is that we need not wait a single moment before starting to change the world.”

— Anne Frank

Graduating Global Citizens

Discuss in your groups why or if graduating global citizens is import for your school to thrive.

Learn from People

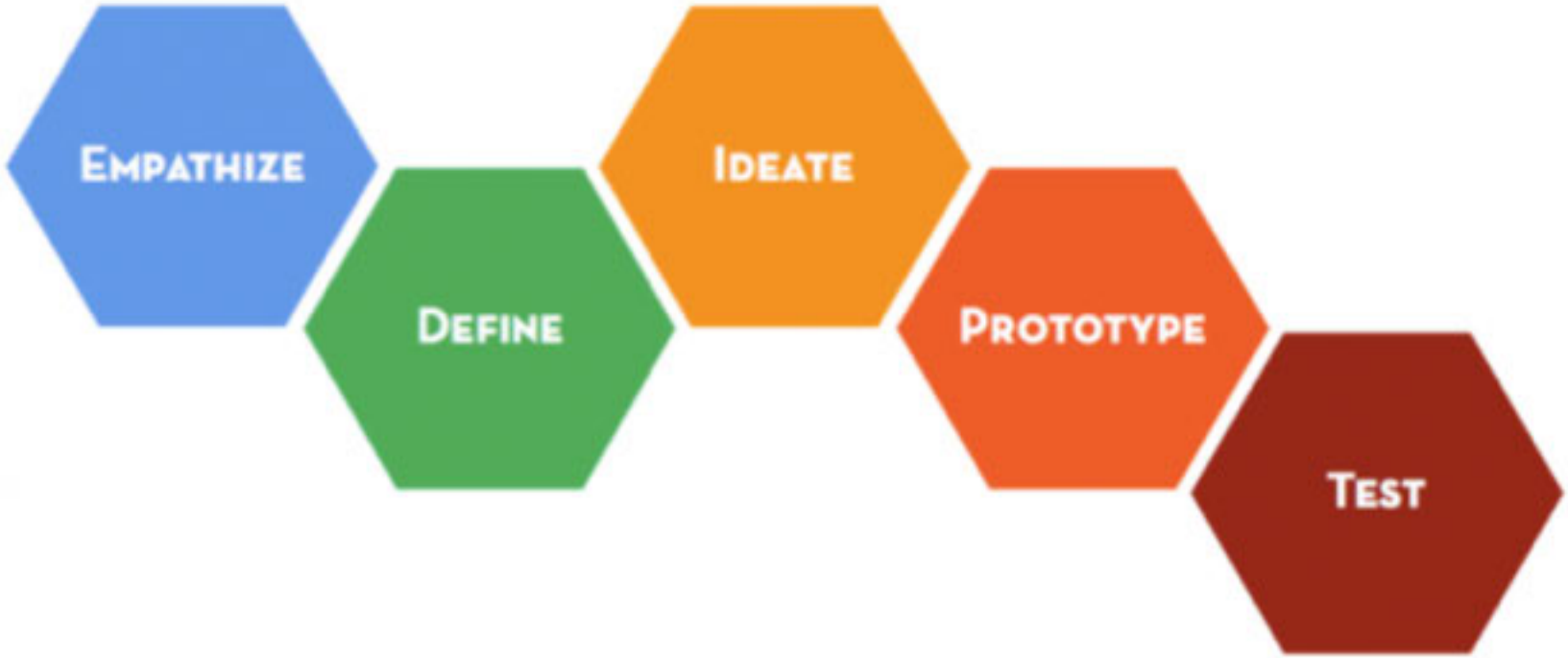
Find Patterns

Design Principles

Make Tangible

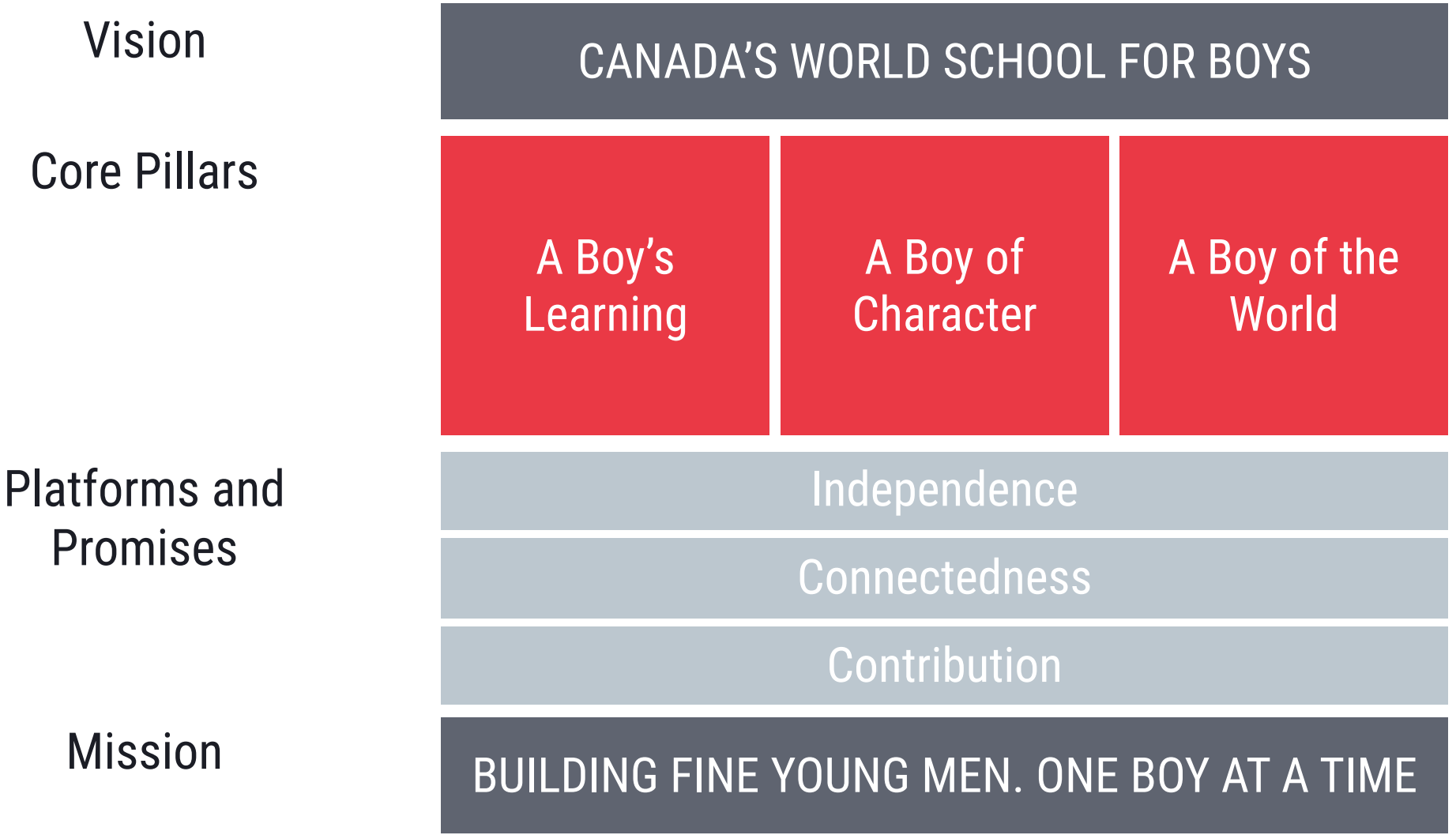
Iterate Relentlessly

Stanford's Design Thinking Model



Innovation in Schools

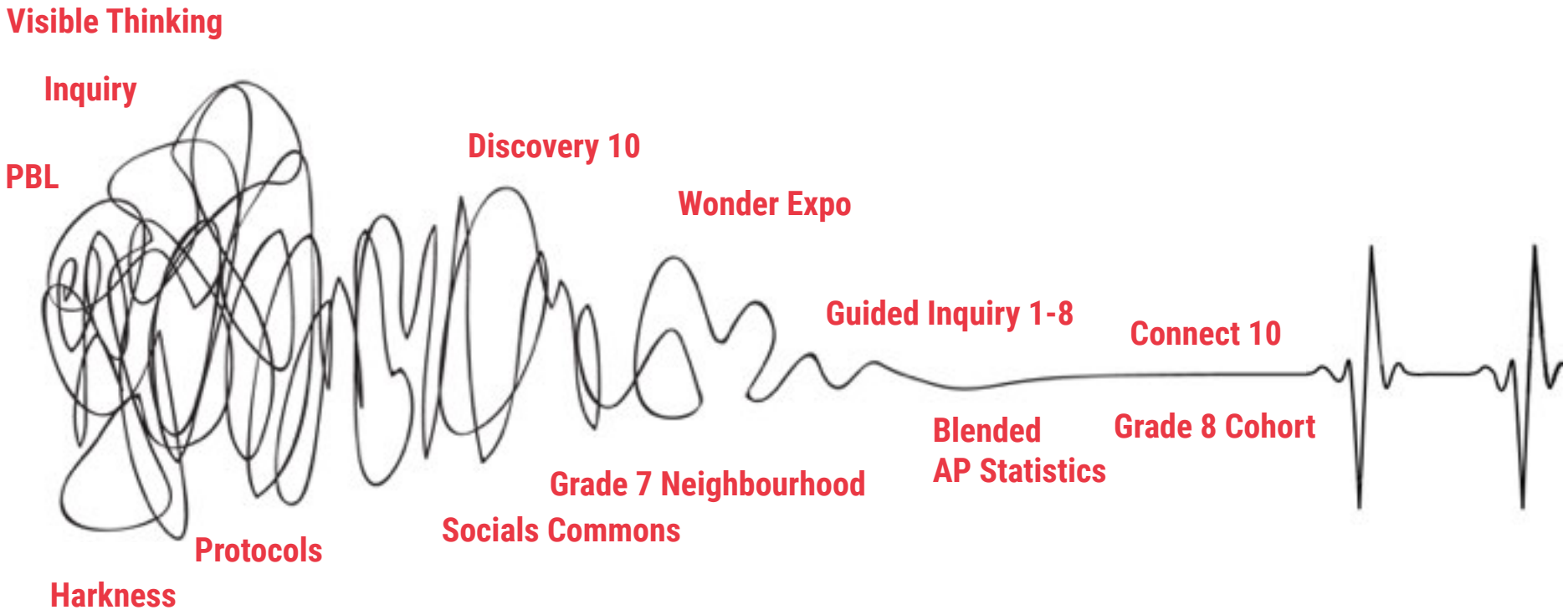
PEOPLE **PRINCIPLES** **PROTOTYPES** **PATTERNS** **PROGRAMS**


Vision
CANADA'S WORLD SCHOOL FOR BOYS
Core Pillars
A Boy's Learning
A Boy of Character
A Boy of the World
Platforms and Promises
Independence
Connectedness
Contribution
Mission
BUILDING FINE YOUNG MEN. ONE BOY AT A TIME

EXPLORATION

PATTERNS

CLARITY / FOCUS



PEOPLE/PRINCIPLES

RAPID PROTOTYPING

PROGRAMS

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Learning is social

Students drive their learning farther and faster than we can drive it for them

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Complex problems require an interdisciplinary approach

Inquiry and experiential learning take time and space

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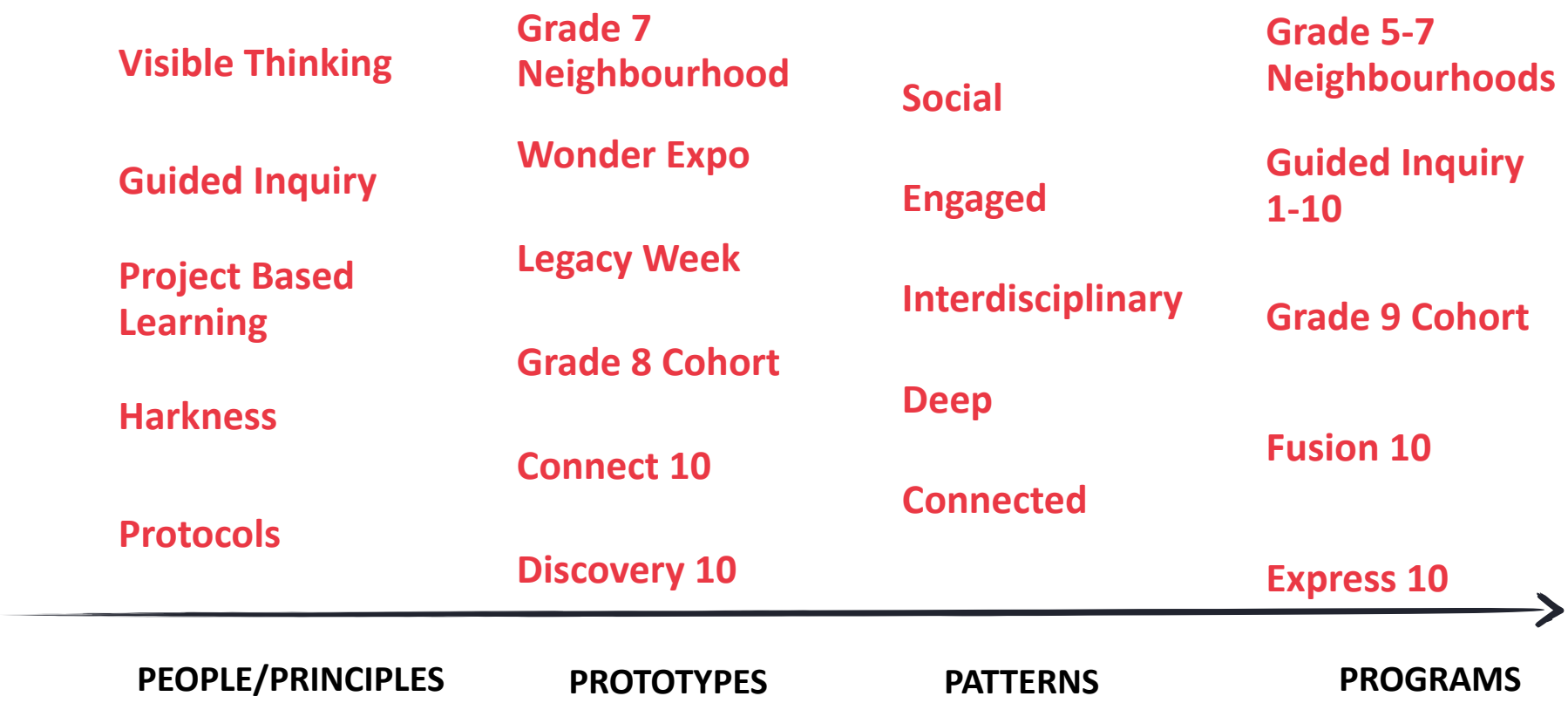
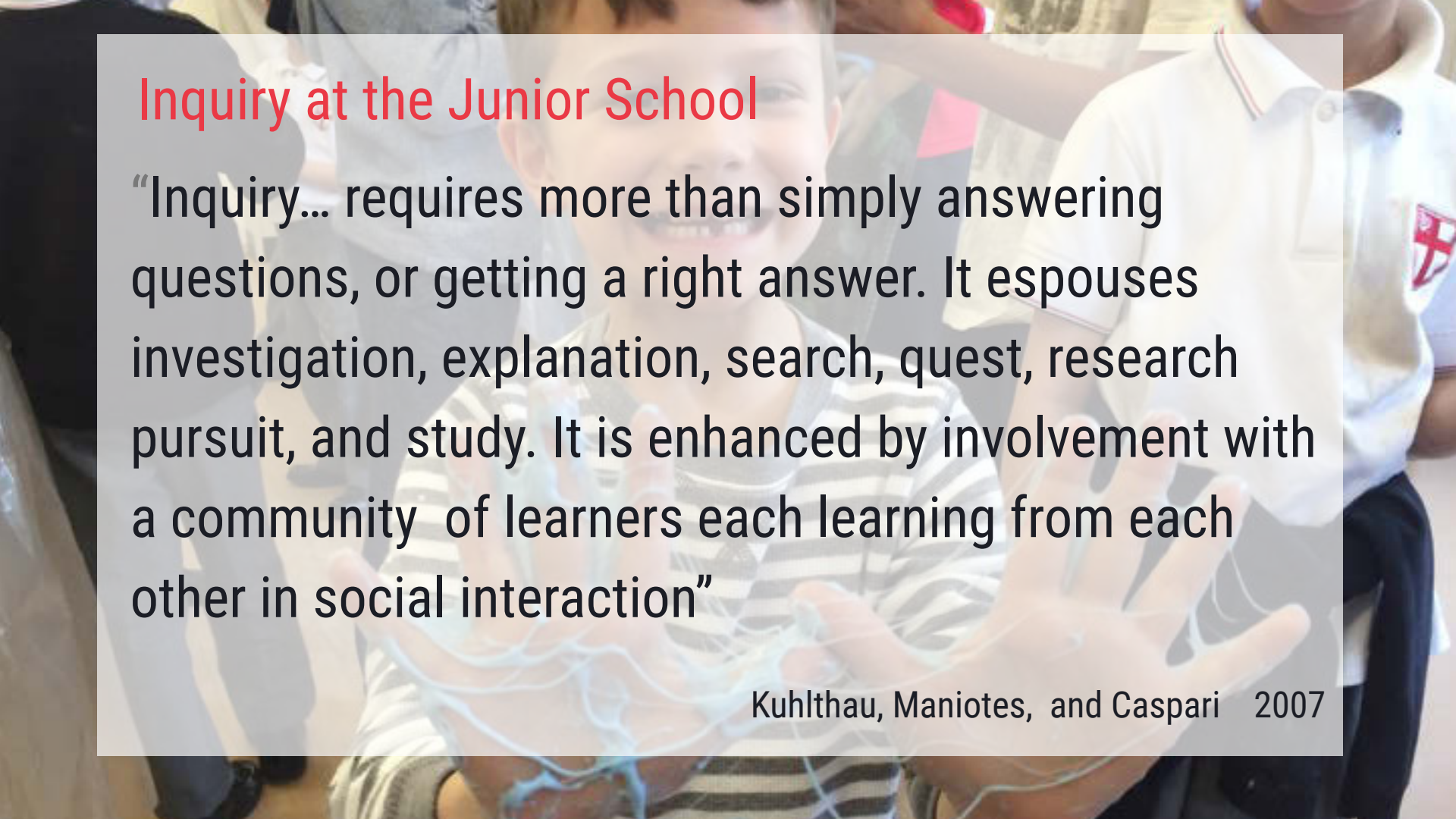
There is power in networks


Visible Thinking
Guided Inquiry
Project Based Learning
Harkness
Protocols
Grade 7 Neighbourhood
Wonder Expo
Legacy Week
Grade 8 Cohort
Connect 10
Discovery 10
Social
Engaged
Interdisciplinary
Deep
Connected
Grade 5-7 Neighbourhoods
Guided Inquiry 1-10
Grade 9 Cohort
Fusion 10
Express 10
PEOPLE/PRINCIPLES
PROTOTYPES
PATTERNS
PROGRAMS

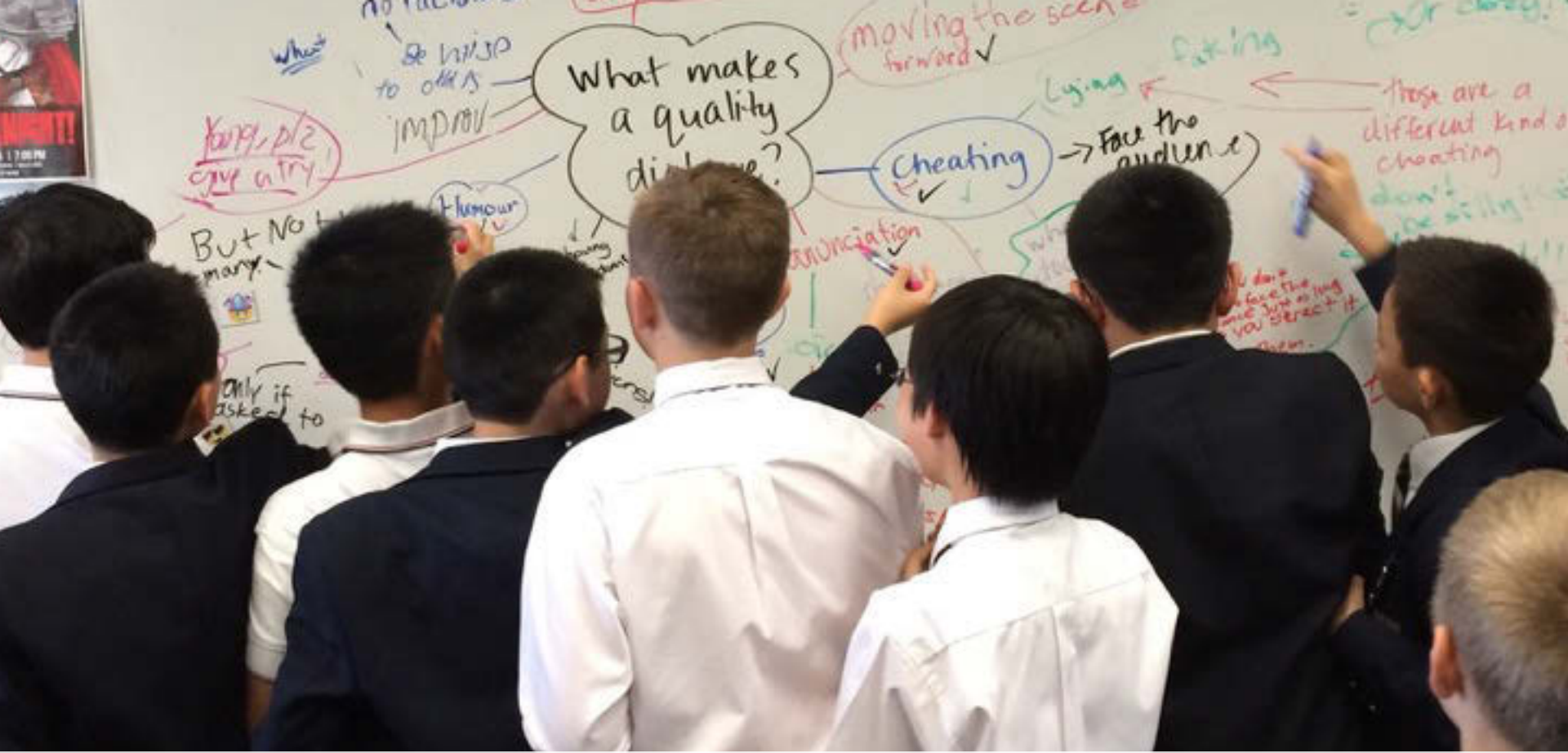


Inquiry at the Junior School

"Inquiry… requires more than simply answering questions, or getting a right answer. It espouses investigation, explanation, search, quest, research pursuit, and study. It is enhanced by involvement with a community of learners each learning from each other in social interaction"

Kuhlthau, Maniotes, and Caspari 2007

Students grapple with a problem through guided inquiry

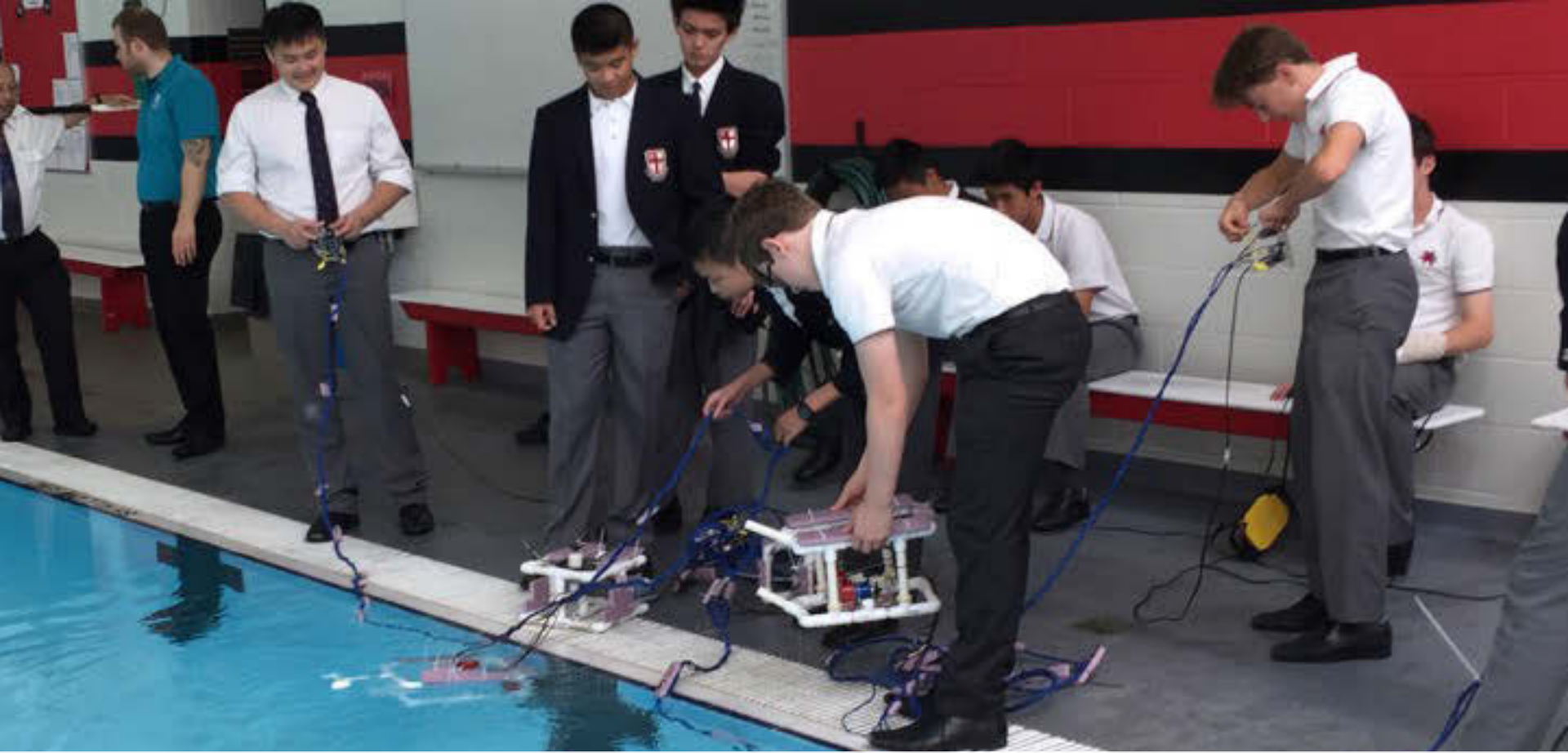


Grade 7 Neighbourhood

Changing the way we organize learning at the Senior School

Grade 10 Cohorts - A lens for learning

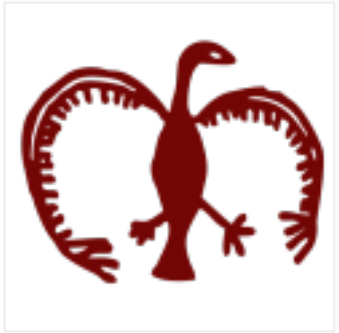
Connect - shifting our perspective, globally



2016-17 - STEM- and Performance- based cohorts

CLINTON GIUSTRA
ENTERPRISE PARTNERSHIP
(CANADA)

THE ACADEMY
OF TOMORROW



Partnerships

Design Challenge

You work for a school which is failing financially; this is due to a lack of enrolment as a direct result of several competing schools “eating your lunch.” You have been asked to develop a program that will stem the financial losses while attracting new students locally and internationally. What is your BHAG (Big Hairy Audacious Goal)? How is it innovative? How will it boost financial resources? How will it set your school apart from the lunch-eaters?

https://goo.gl/q80nok

Innovation in Schools

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