



— SINE TIMORE AUT FAVORE —  
ST. GEORGE'S SCHOOL

## Innovate or Die: The Global Learnings of Project 2051

# Program

Speed Dating

Learnings from Project 2051

Global Education

Innovation at St. George's School

Design Challenge



— SINE TIMORE AUT FAVORE —

ST. GEORGE'S SCHOOL

# Welcome



Adrienne Davidson  
Director of Advancement



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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.**



A conceptual image featuring a bicycle chain and gear mechanism set against a black space background. In the upper left, a portion of the Earth is visible, showing blue oceans and green landmasses. A silver bicycle chain runs diagonally from the top left, loops around a large silver gear, and extends towards the bottom right. The gear is a complex, multi-toothed design. The background is filled with small white stars, and a small red star is visible in the bottom right corner.

INNOVATE OR DIE

A photograph of a grey tabby cat and a large golden retriever standing on a kitchen floor, looking into an open refrigerator. The cat is on the left, standing on its hind legs and reaching up towards the top shelf. The dog is on the right, standing on all fours and looking in. The refrigerator is open, revealing several green glass bottles on the top shelf and a clear plastic container on the middle shelf. The floor is light-colored, and there are some fruits, including an orange and a yellow fruit, scattered near the refrigerator. The background is dark, and the overall lighting is dim, with the light from the refrigerator illuminating the scene.

**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

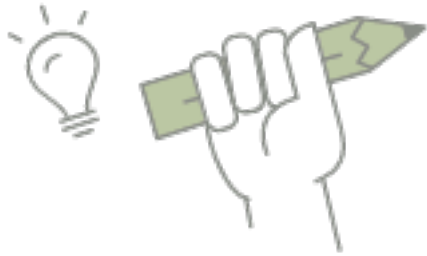
Lacking financial stability



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



A young boy with light brown hair is smiling and looking towards the camera. He is positioned behind a globe, which is in the foreground. The globe shows a map of the world with various countries and cities labeled. The boy's face is slightly out of focus, while the globe is in sharp focus. The background is a plain, light-colored wall.

## **Graduating Global Citizens**

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

Learn from People

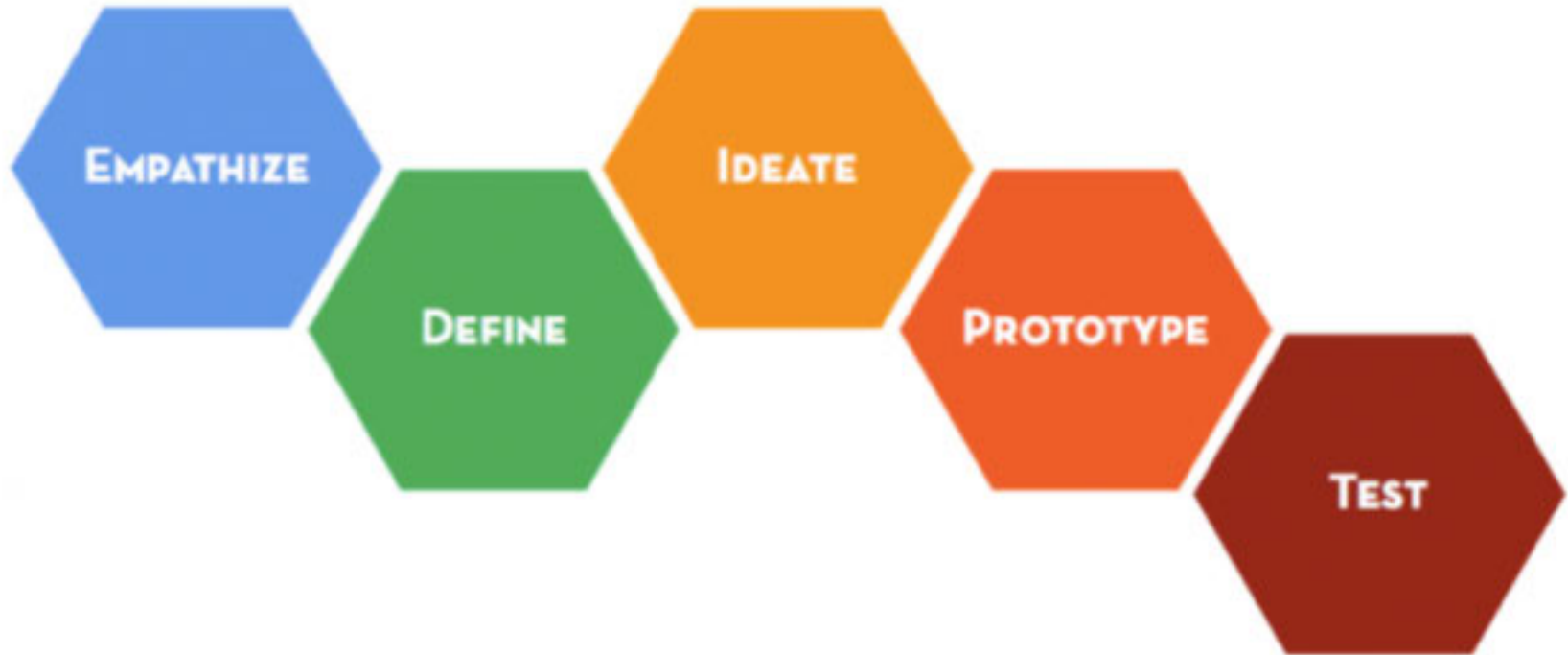
Find Patterns

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**

**Visible Thinking**

**Inquiry**

**PBL**

**Discovery 10**

**Wonder Expo**

**Guided Inquiry 1-8**

**Connect 10**

**Blended  
AP Statistics**

**Grade 8 Cohort**

**Grade 7 Neighbourhood**

**Socials Commons**

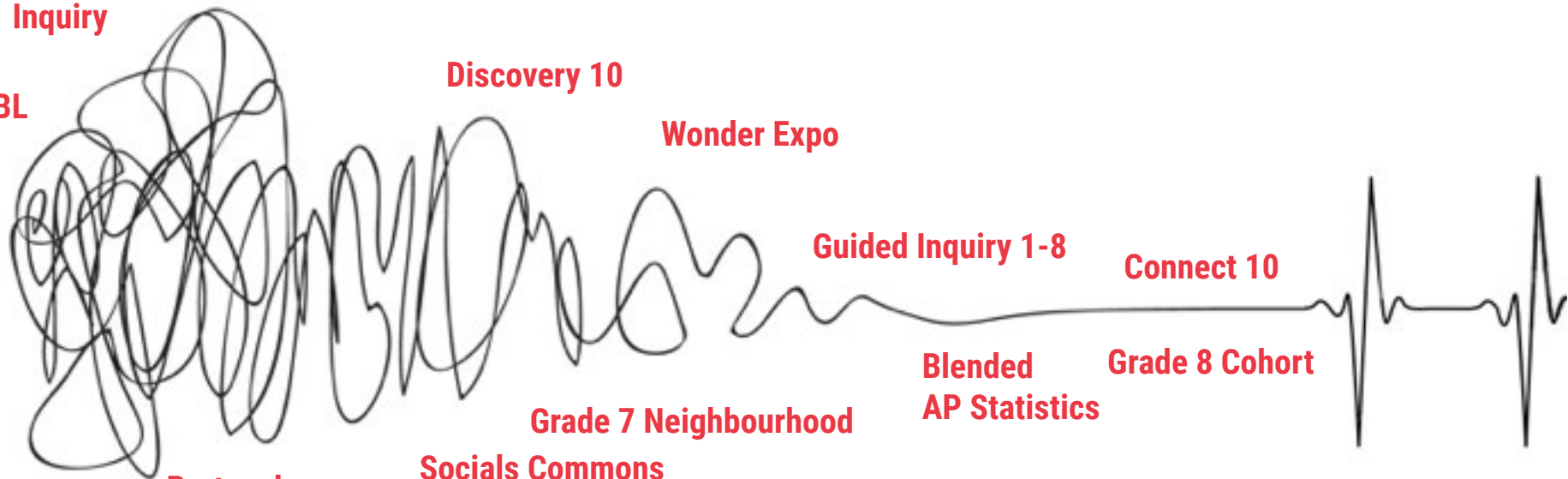
**Protocols**

**Harkness**

**PEOPLE/PRINCIPLES**

**RAPID PROTOTYPING**

**PROGRAMS**







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Learning is social



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





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Complex problems require an interdisciplinary approach



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Inquiry and experiential learning take time and space





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There is power in networks

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

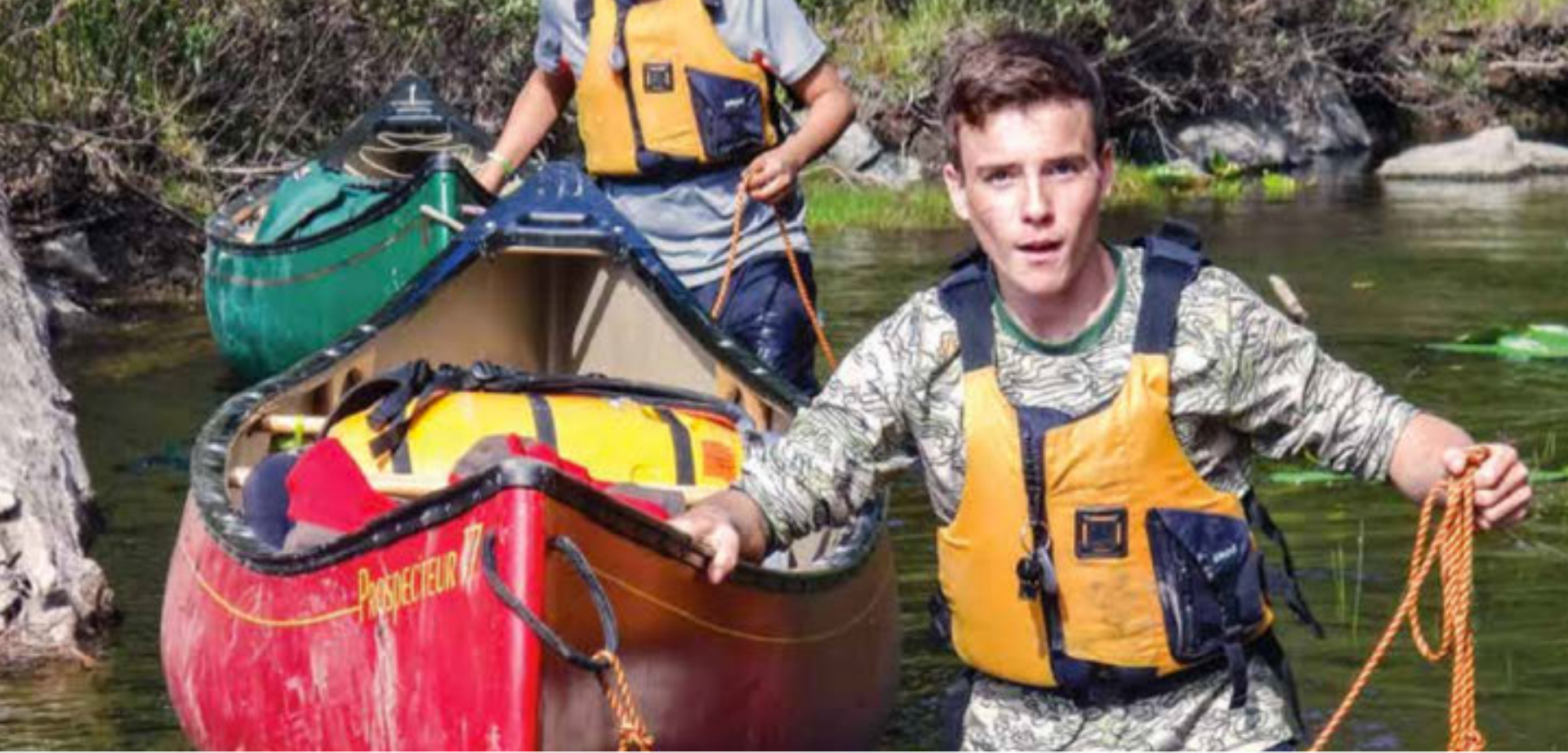


Grade 7 Neighbourhood





Changing the way we organize learning at the Senior School



Grade 10 Cohorts - A lens for learning





Connect - shifting our perspective, globally



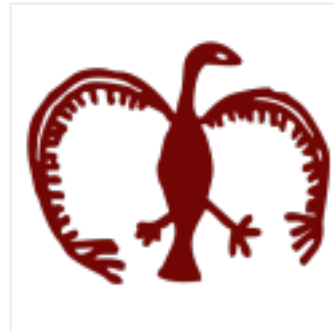


2016-17 - STEM- and Performance- based cohorts



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

**PEOPLE**



**PRINCIPLES**



**PROTOTYPES**



**PATTERNS**



**PROGRAMS**

