



Memorandum

TO: Board of Trustees
FROM: David Keohane, Superintendent of Schools
DATE: March 21, 2016
RE: February 24, 2016 Community Conversation Report

Background

The Board is aware that on February 24th, a community conversation was conducted for the purpose of exploring the question: *Within our technology plan, how can we ensure that there is consistency in technology use as students progress from elementary to junior high and into high school?* What follows is a report of the results that will be made available to all participants and the community at large.

Context

The intent of the conversation was to in the first place, honour the perspective of the community to address a topic that is deemed by both the community and the Board to be of strong importance. The question that was explored was recommended by one of our school councils and was incorporated into the existing strategic plan of the Board as a topic worth exploring within the 2015 – 2016 school year. Findings from this conversation directly correlate to our efforts to realize the Provincial Outcome: “The Education System Demonstrates Collaboration and Engagement,” as outlined within Provincial Goal 4 (Engaged and Effective Governance) of our 2015 – 2018 Three Year Education Plan.

The Voice of the Community

The feedback specific to the meeting process reflects extremely strong success. It is worth noting that satisfaction regarding the session format, opportunity to provide input, and personal value of the experience was extremely high. The average satisfaction rate in these areas was 95%.

For 46 respondents, this conversation resulted in fairly equal voice being reflected in many priorities:

- 10 – 17 percent support was reflected in each of five priorities:



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- 31% - Scope and sequence of skills and competencies for students is established at each grade level
- 17% - Ensure learning is a priority and technology is a tool
- 17% - Regularly update minimum standards for teacher competencies
- 13% - Use student voice in setting direction for learning
- 13% - Set transparent and measured results with how technology improves student learning
- 10% - Teach online etiquette to match social skills
- A high priority on predetermined skills and competencies being established for students at every grade level was reflected in one-third of the perspectives from respondents;
- 61% of the feedback was placed upon the importance of teaching and learning competencies being in place, and the ability to demonstrate that enhancing technology use in the classroom improves student learning.

It is also worth noting the outcome of one of the steps that was taken through the discernment process of the Community Conversation. Participants were asked early in the process to describe or draw a picture of what the current classroom looks like when we consider the role of students, staff, technology, and space. Later on, following some discussion and a presentation on evolving practices within the District, participants were asked to consider the same variables for a classroom of the future. A wordle analysis described the current context as depicting “boards,” “desks,” and the “teacher.” However the same analysis described the classroom of the future to represent “flexible” homes or hubs for learning with “student tables” and of course, the “teacher” being an indispensable source for learning.

Next Steps

Our school administrators and district support services will begin to reconcile these priorities with existing practices and seek further staff input at the school level regarding the order and depth of implementation that is to take place within the upcoming revisions to the three –year education plan.

Thank you for your review of this information.

David Keohane
Superintendent of Schools

Greater St. Albert Catholic Schools

Community Conversation Results

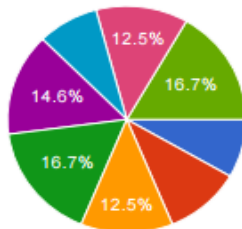
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Summary

Within our technology plan, how can we ensure that there is consistency in technology use as students progress from elementary to junior high and into high school?



Examine competencies, take students to next level.	4	8.3%
Online etiquette matching social skills.	5	10.4%
Student voice in setting direction for learning.	6	12.5%
Regular updated minimum standards for teacher competencies.	8	16.7%
Scope and sequence of skills for all students.	7	14.6%
Buy in support from teachers and parents and students.	4	8.3%
Transparent and measured results in how tech improves student learning.	6	12.5%
Ensure learning is priority and tech is tool.	8	16.7%

Community Stakeholder Evaluation

February 24, 2016 @ St. Albert Catholic High School

	Poor				Excellent	Top Box
	1	2	3	4	5	
1. Session Format	0.0%	2.8%	0.0%	44.4%	52.8%	97.2%
2. Background material/handouts	0.0%	0.0%	19.4%	38.9%	41.7%	80.6%
3. Presentation	0.0%	2.8%	11.1%	41.7%	44.4%	86.1%
4. Group discussion	0.0%	0.0%	10.8%	29.7%	59.5%	89.2%
5. Opportunity to provide input	0.0%	0.0%	5.4%	37.8%	56.8%	94.6%
6. Meeting environment (location, sound, refreshments)	0.0%	2.7%	0.0%	35.1%	62.2%	97.3%
7. Personal value	0.0%	0.0%	5.6%	44.4%	50.0%	94.4%
	Yes	No				
8. Did this session meet your expectations?	93.3%	6.7%				