

# **BPS Vision for Teaching and Learning**



School Committee Meeting  
October 5, 2021

# Visioning Workshops: Community collaboration from the start

This work began in May 2017. For 3 days, 28 parents, 7 educators and 7 students met in the Wellington Community Room with consultant Frank Locker.



Educational Visioning



# Key Takeaways

## Learning Modalities

The Community Visioning Team members identified these as the most effective ways for students to learn:

- Project-Based Learning
- Social/Emotional Learning
- Thematic Learning
- Small Group Work/Student Collaboration

All Learning Modalities preferences are expressed in full in Appendix Ch 5.2.

## Key Words for Education

Educator and Community Workshop participants each identified one-word or two-word phrases that best represented their individual thoughts about the future Educational Deliveries. Their most commonly cited words are:

- Collaborative
- Authentic inquiry, inquiry-based, inquiry provocative
- Project based learning
- Integrated/interdisciplinary
- Evolving adaptable
- Engagement



# Community Visioning with Perkins & Will

September 2017

Visioning Session #2:

- Architect Perkins & Will
- 2 days
- 64 participants:
  - 27 community members/parents
  - 29 educators
  - 8 students





# Key Takeaways

## GUIDING PRINCIPLES (9 TOTAL)

- **Safe:** Top Priority in both HS and MS - Need to feel safe emotionally, socially, physically, and environmentally. Students should feel safe to take risks.
- **Relationships (Social/Emotional):** Without trust, learning cannot take place. Identified as a top principle.
- **Small Learning Communities:** Identified as a top principle.
- **Flexibility:** Important to have in High Schools
- **Interdisciplinary:** Connected with Small Communities/Flex
- **Innovative Deliveries:** Connected with many principles
- **Project Based Learning:** Connected with many principles
- **4 Cs (Collaboration, Communication, Creativity, Critical Thinking):** Need Flexibility to achieve 4 Cs
- **Making:** Term was most unclear, have varying meanings
- Principles to Add: 'Curious', 'Personalized Learning'

## ASPIRATIONS OF BHS

- **Flexibility:** Spaces that support wide range of teaching/learning
- **Environment:** Use of Natural Surroundings, Light, Utilize Roof
- **Social Emotional Learning:** Mindful, Comfortable, Safe, Empathy
- **Community:** Commitment to Collaboration and Serving/Partnering with surrounding Belmont area
- **Professional Development:** Project-based learning, learn from failure, mentorship, outside influence

## STORYTELLING SYNOPSIS

- Learning Outside the Classroom
- Collaboration in the Classroom
- Critical of Conventional Outlooks
- Encourage Risk-Taking/Failure
- Authentic Learning - Not Fabricated

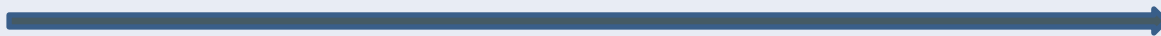
# District Configuration Education Plan Timeline

2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Town approves funding	Build 9-12 wing	Build 9-12 wing	9-12 wing opens Build 7-8 wing	Build 7-8 wing	7-8 wing opens and middle school moves in	4 <sup>th</sup> grades move to Chenery upper elementary

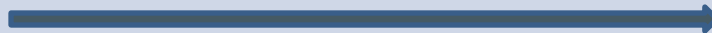
## STEERING COMMITTEES

<p><b>Configuration</b> K-3, 4-6, 7-8, 9-12</p> <p><b>Teaching &amp; Learning, PD</b> preK-12</p>	<p><b>Teaching &amp; Learning, PD</b> preK-12</p> <p><b>Schedule,</b> 9-12</p>	<p><b>Teaching &amp; Learning, PD</b> preK-12</p> <p><b>Culture, 9-12</b></p> <p><b>Schedule,</b> 9-12 <b>Schedule, 7-8</b></p>	<p><b>Teaching &amp; Learning, PD</b> preK-12</p> <p><b>Culture, 9-12</b> <b>Culture, 7-8</b></p> <p><b>Schedule, 7-8</b></p>	<p><b>Teaching &amp; Learning, PD</b> preK-12</p> <p><b>Culture, 7-8</b></p> <p><b>Schedule, 7-8</b> <b>Schedule, 4-6</b></p> <p><b>Staffing, 7-8</b></p>	<p><b>Teaching &amp; Learning, PD</b> preK-12</p> <p><b>Culture, 7-8</b> <b>Culture, 4-6</b></p> <p><b>Schedule, 4-6</b> <b>Schedule, K-3</b></p> <p><b>Staffing, 4-6</b> <b>Staffing, K-3</b></p>	<p><b>Culture, 4-6</b></p>
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Start Times Work



Technology Work (front and back of the house)



Facilities, Operations, and Logistics Work



# Our Process- The Teaching & Learning working group

May 2019: 20 teachers and administrators representing all levels of the district began meeting to work on crafting the district wide **vision for teaching and learning**

June 2019-March 2020:

- Brainstormed **key questions** for what students should know, do, and feel
- Began to formulate a **draft statement** of the vision of teaching and learning
- Developed the **skills categories (buckets)** to build the vision of teaching and learning

# Our First Group Brainstorm

**Red -- heart - what do we want students to feel**

**Blue -- brain - what do we want students to know**

**Green -- hands - what do we want students to do**





# Brainstorming Key Questions

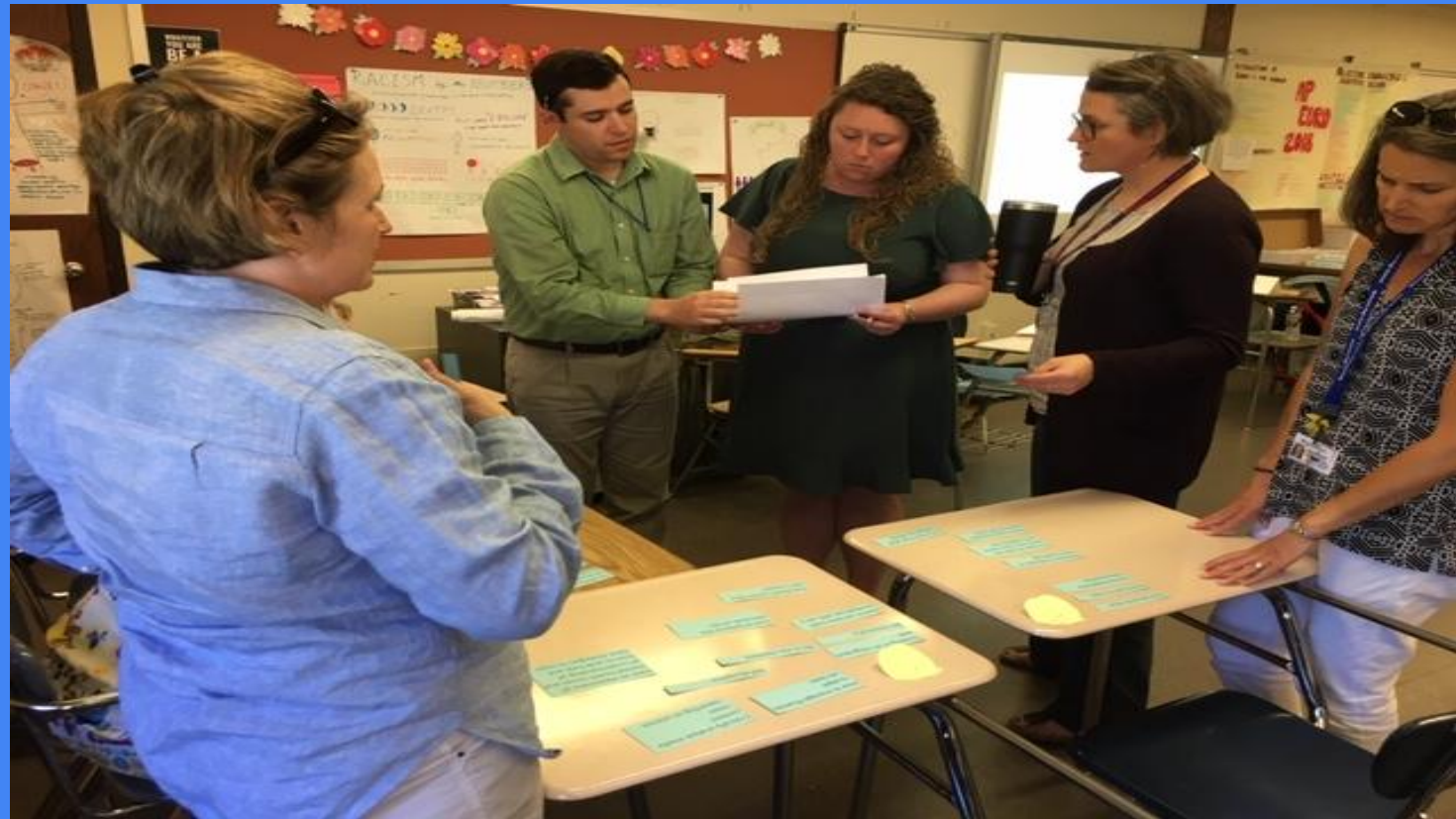
What should students **know**?





What should students  
**be able to do?**

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What should students **feel**?

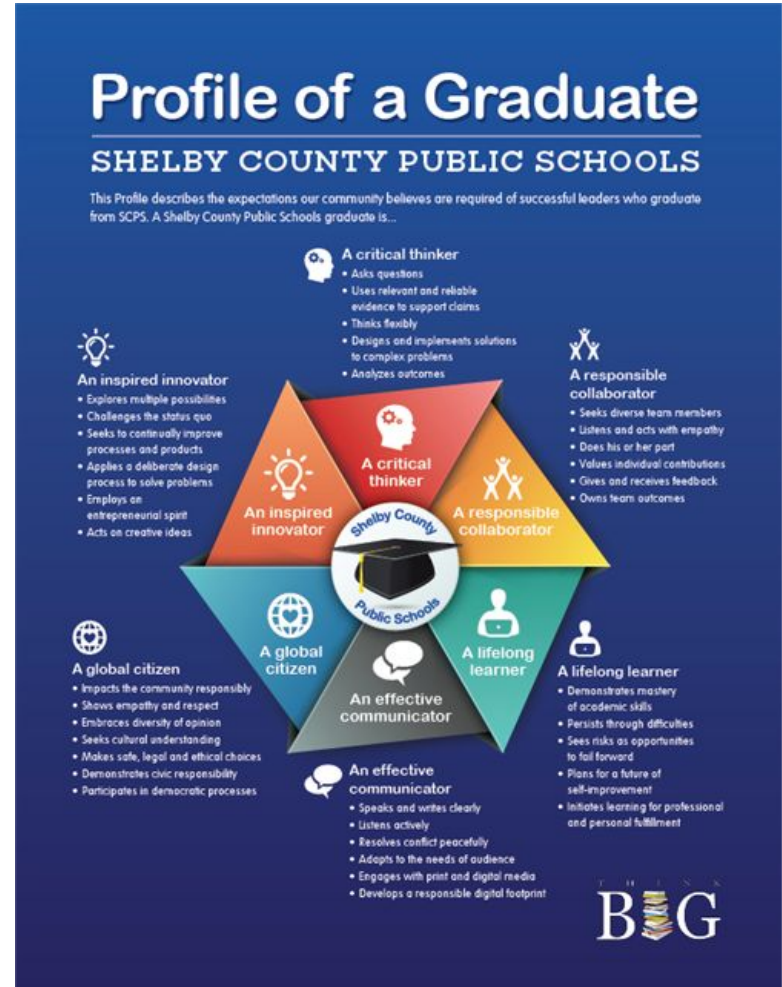


# Formulating Skills Categories



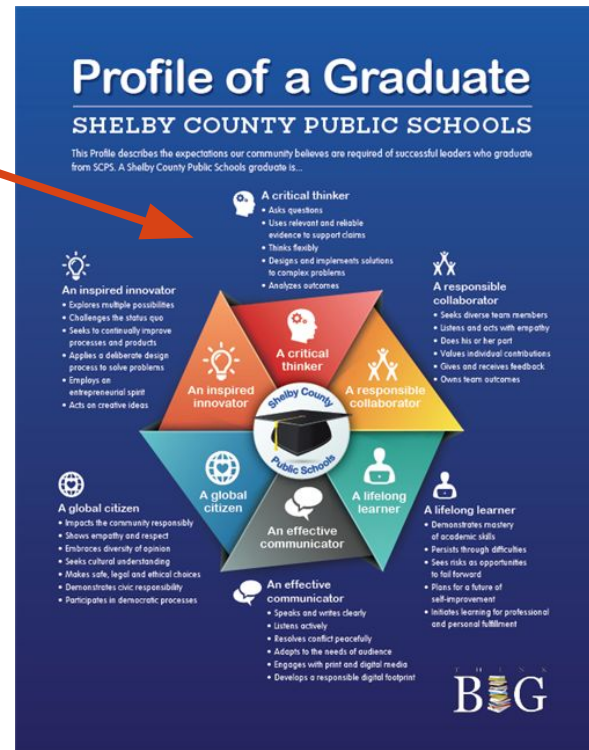
# Inspiration

After wrestling with the task of writing a single, comprehensive mission statement to incorporate our whole vision (*with lots of run-on sentences as drafts*), Janice Darias and Isaac Taylor went to a workshop and found this inspiration:



# Critical Thinker Example

- Asks questions
- Uses relevant and reliable evidence to support claims
- Thinks flexibly
- Designs and implements solutions to complex problems
- Analyzes outcomes



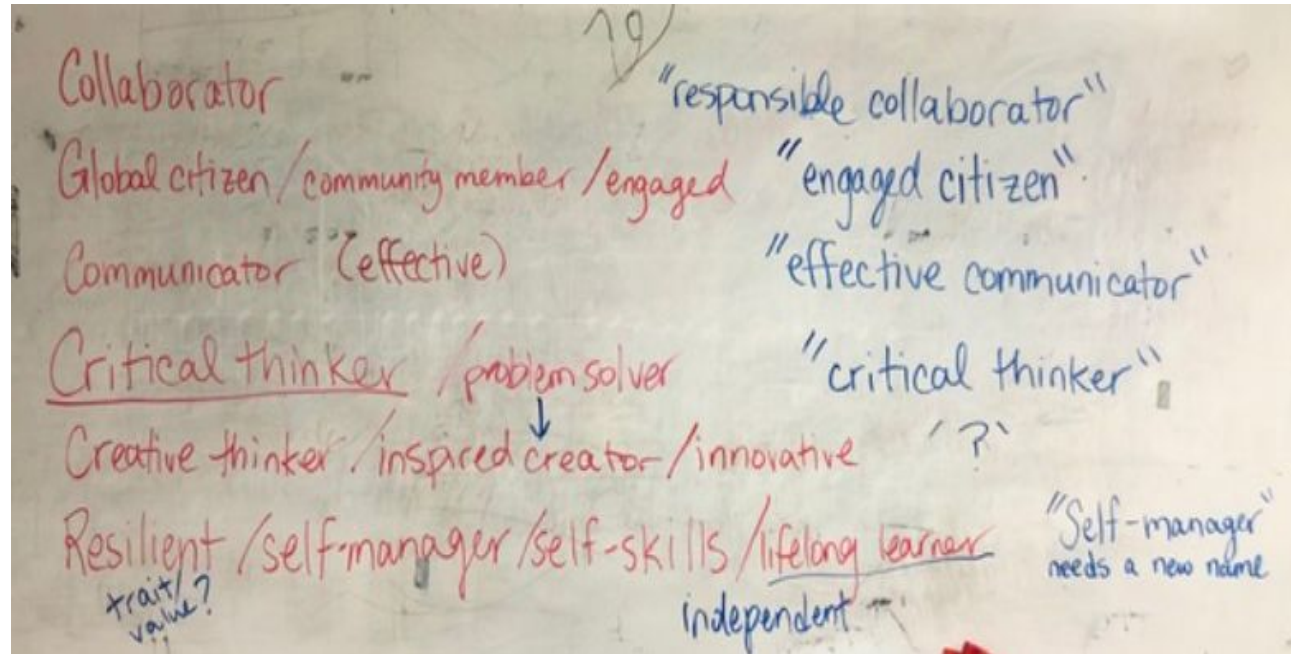


# Finding our “buckets”

We took all our most popular vision phrases and looked for natural groupings.

**In red:** raw data from brainstorming, rearranged and grouped with commonalities

**In blue:** summarizing phrase to embody the concept



# Draft Vision of Teaching & Learning

- Responsible Collaborator
- Engaged Citizen
- Effective Communicator
- Critical Thinker
  - ... and Creative Thinker?
- Self-manager

# Next Steps - Staff and Community Input

- What **cognitive capacities** do students need to build at each level?
  - content mastery
  - critical thinking and problem solving
  - creativity and innovation
  - civic literacy
  - other ideas?
- Which **personal competencies** do students need to build at each level?
  - flexibility and adaptability
  - initiative and self-direction
  - productivity and accountability
  - metacognition (learning how to learn)
  - other ideas?

# Next Steps - Staff and Community Input

- Which **interpersonal competencies** are the most essential for collaboration and community at each level?
  - social and cross-cultural skills
  - empathy
  - entrepreneurship
  - communication
- What are the implications for the design of the learning experiences - and **equitable access** to those experiences - we provide in our system?