

Learning to Lead: Shaping Our World

A 25 Year Vision for Meadowridge: 2035

A Summary

OUR VISION STATEMENT

People are drawn to our school from around the world. In the spirit of active collaboration with teachers, peers, and our community, we learn how to care for ourselves and for others. Knowing that change is the only certainty, we engage with challenging and complex questions effectively and creatively. Through outstanding teaching, programmes and facilities, Meadowridge develops in us the confidence not only to meet the future, but also to create it.

OUR MISSION

Learning to live well, with others and for others, in a just community.

GUIDING PRINCIPALS, WE BELIEVE

That the International Baccalaureate Programme is the program that best matches and aligns with our Vision for Meadowridge School

That sustainability is foundation to all planning

That best practice guidelines inform our actions

That the provision of value guides our actions

That Meadowridge School should draw upon our ecological niche and location to be a destination school

That our strength comes from full engagement of all community members

We have a number of core beliefs which drive our Vision

Our Central Beliefs About Learning

Our school Mission is best carried out through connecting intellectual, emotional and physical learning with meaning in the child's life in exciting, developmentally appropriate and challenging ways. Children should be dignified as active meaning-makers, not passive recipients. Children should learn how to acquire, use, and share information in multiple forms and ways, so that it becomes meaningful knowledge. Children's ways of thinking strongly involve the imagination, emotion, and community, and should play the entire symbolic range. The choices of facility, teaching, space, time, community interaction, school structure, and governance should all reflect this conception of learning.

Learning should be an adventure!

Technology and Our School

The central conception of learning in our school controls our use of technology. Although there are some who predict that technology will completely change schooling, or even make it a thing of the past, it will continue to be seamlessly woven in to the fabric of our learning practices, and will enhance learning in the school, rather than change it.

Just as students learn constructively, so do teachers, and this work of teachers-as-learners must continue with strong school support.

There is work to be done in ensuring access to technology, in designing spaces for technological use, in promoting reflection on technology, and in teaching technology as one part of a design cycle, but what may be most important is to teach the history, social effects, and psychological biases of technology. Like any tool, as it is used, it can change the user.

We need to make sure that our school and our students control technology, and are not controlled by it.

Ensuring Excellence

1. Teachers are the key to maintaining educational excellence.
2. Hiring and continuous education of teachers is our highest priority.
3. Teachers function best in an effective school, characterized by the correlates of effective schools.
4. An effective school depends upon effective administration.
5. An effective administrator must be an instructional leader.
6. An effective administrator requires effective governance.
7. All aspects of the school must align with the Mission.

What We Should Teach To Prepare For The Future

We want our graduates to shape our world, to serve, and to lead.

As problems continue, we need to develop global citizens, people who are active, engaged, and involved.

Our children must be able to recognize problems and to love inquiry: they must know how to gather information – gather through books, through digital means, through interviews, through observation, and through listening and talking and being curious.

They have to be able to use that information in a variety of ways – to comprehend, analyze, synthesize, and evaluate, to create, imagine, and produce.

They must also be able to communicate, and be able to play the entire symbolic range: language, art, dance, movement, mathematics, photography and film, and multimedia. Most importantly, they must understand the qualities of excellent communication. They must be able to affect an audience and to understand when and how communication affects them.

They need, in other words, to know how to learn – to acquire, use, and share information – and how to apply that learning to the problems and challenges that await them. The way we teach our children to learn is what they will take with them to become the leaders of the future. Process has become the new content, and our model of learning is a strong curriculum.

As in every age before us, our children also need to look after themselves. They need to understand their bodies, and what keeps them healthy. They need to take risks, because life has no guarantees. They need to be able to regard themselves, and reflect on what they do, or think, or believe, because the only real knowledge is self-knowledge.

We live in and cherish communities, not just ourselves, and so our children must be caring, so that natural justice will spread with them. This caring for others has to inhabit our school, and help our alumni to “shape our world” as leaders.

They need to be principled in their decision-making and in their actions, in order that they live well with others and for others, and create just communities. They had best be open-minded, since the world is a changing place, and being adaptable requires open-mindedness. They need to be balanced, ensuring that they are looking after their heads, their hearts, and their hands: intellect, emotions, and body... thoughts, words and deeds.

And even though there may not be some completely stable body of knowledge which all should learn, every child should be knowledgeable. Without knowledge, there can be no “good things to think with”. History, Mathematics, Rhetoric, Literature, Science, Physical Education, Drama, Dance, Economics, Business, and more, all have a place within the curriculum and provide the basic knowledge needed to function within a society. This curriculum provides the substance with which children can learn those processes, dispositions, and characteristics that will shape them into life-long learners and leaders.

Hurried children are not good learners, and they are not happy children, so learning has to be developmental and support the natural developmental stages.

If we anticipate continual change, we should prepare continual learners. If we want a desirable future, we must help our children to be the creators of it.

We have chosen to join the International Baccalaureate Organization (IBO). Their Mission fully supports our own, and the Learner Profile encapsulates those characteristics that we want to develop in order to prepare our children for an uncertain global future.

We embrace the Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP) of the IBO.

International Baccalaureate Organization Mission

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Meadowridge students are IB learners, and strive to be:

Inquirers	Risk-takers	Balanced	Reflective	Open-minded
Knowledgeable	Thinkers	Communicators	Principled	Caring

Issues For Resolution

These issues need immediate resolution as the school moves forward. The recommendations here arise from current issues that inform the day-to-day life of the school.

Recommendations:

1. That the school size eventually be increased to three classes of each grade in PYP, MYP, and DP, and doubled at Junior Kindergarten.

This would provide approximately 800 students. The increase in population would allow the expansion of our facilities to meet our Mission without dramatically increasing fees. Over time, this would also help to mitigate the fee increases. If the percentage of operating budget allocated to bursaries stays constant, it would also help to ensure a range of economic diversity.

2. That Advancement continues to develop in the school, using a new Vision.

We have made great strides in the past year. We now have a much greater proportion of the community involved with Annual Giving, and are starting to see a change in attitudes towards school philanthropy. We have strengthened ties with Alumni and developed stronger Admissions processes tied to Advancement. We should target this as a major source of capital funding over the next five years. A Foundation structure would help, as would a bold Vision.

3. That we immediately move to buy more land as it becomes available.

There are parcels of land, totalling about 33 acres, all contiguous with our school property. Given the development around us, we need to move now to secure as much land as possible in order to protect the

school from urban encroachment, to provide the means for future development, and to secure a strong voice in present and future community development.

4. That we develop endowments through a foundation structure.

Right now our bursary money comes from operating funds. Transferring that cost to an endowment fund over time will mean greater operating income to develop programmes, and a mitigation of fee increases.

5. That we immediately begin an ongoing Major Gifts Campaign to buy the land, and fund the building for expansion.

Reconsiderations: points of discussion and engagement

The following is a brief outline of some possibilities to be considered as part of fulfilling the Vision.

Curriculum and Instruction

We need to ensure that teacher development is outstanding, and that teacher retention is high.

This will mean:

1. Ensuring Human Resource practices which encourage professional growth and retention of teachers.
2. The development of a teacher collaboration facility.
3. Excellent resources for professional development.
4. Ongoing curriculum development work, with adequate time and resources.
5. Making a commitment to be national leaders in curriculum and instruction.

Facilities

We need to fully develop our facilities for curriculum excellence.

This includes:

- The expansion of the library in order to support the intense research, collaboration, study skills development, and access to resources required for the Diploma Programme. To support this development the required shift in the role and staffing of the teacher-librarians has been completed.
- The development of outstanding laboratories commensurate with Diploma Programme expectations.
- The development of an additional gym, to meet our expanded physical education expectations.
- The addition of purpose-built learning spaces for the Humanities, including areas for new art and music studios.
- Purpose-designed spaces for PYP students to allow for greater collaboration and more space for small groups.
- A purpose-designed Early Childhood Centre for our Junior Kindergarten and Kindergarten programmes.
- Facility support for appropriate technological advances.

- A media/technology centre attached to the library.
- Retrofitting to ensure power supplies for student and teacher technology.
- A covered outdoor space for multiple purposes.
- More land, with the development of gardening and outdoor education facilities.
- Six new classrooms.

Co-Curricular Programs

Develop Outstanding co-curricular Programs

Currently, our Leadership and Service programmes are not well linked, nor do they provide an adequate scope and sequence of experiences and accomplishments such that we can recognize accomplishment. As well, our Athletics programme is responsive and inclusive, but again does not provide an adequate scope and sequence of development in athletics. Our Theatre programme is very active, and is becoming sequenced, but may not provide sufficient inclusion. If we are to build the leaders of tomorrow, then we need to develop these programmes. Teachers currently work within these programmes as volunteers, which is not sustainable. We need to make some changes.

We want our students to be recognized as leaders. To make sure we support this, we have to improve our programmes in Athletics, Service, and Leadership. Increasingly, these programmes are shaping the opportunities available to our graduates. We need to:

- Articulate a philosophy, goals, and objectives for each programme.
- Link each programme to overall school intents.
- Create a scope and sequence for each programme with measurable outcomes.
- Staff each programme, rather than depending on teacher volunteerism.
- Ensure adequate space and facility for each programme.

Finances

A comprehensive Strategic Financial Plan has been developed with a Business Case for capital spending that will support the Strategic Plan and Advancement efforts.

Governance

Currently, our Governance is aligned with the Mission and Vision of the school, and with those of the International Baccalaureate. However, there should be a Strategic Plan to use Governance in support of an Advancement-oriented school.

Advancement

This needs to become even more central in the school. With a renewed Vision, Advancement should use this to develop a Major Gifts programme, enhance the Annual Giving programme, energize events, and drive enrolment.

Risk Management

Once finalized, there will be a full review of all Risk Management policies and procedures with our school adopting best practices. Our insurance should continue to be reviewed annually, and consideration given to joining the ISABC insurance group, if needed.

School Size

The school has planned to double Junior Kindergarten and triple Kindergarten beginning September 2014, only if construction of the Early Childhood Centre is completed at that time. Future years will triple as the first Kindergarten cohort moves through the school, thus providing a measured and predictable expansion. Consideration should be given to moving primary class sizes to 20 per class.

School Organization

There should be strong support for teacher and programme development.

The roles of the current administration should be reviewed to ensure that these align with the Vision and the strategic intents. The central role of the administration in achieving strong educational outcomes should be articulated and recognized.

Post-secondary counselling and personal counselling should be reviewed with a view to expanding these functions within the school.

Moving Forward

The Vision process began in 2010 through meetings with parents and families, and grew organically from the ideas presented. The draft was then reviewed by the Vision Committee, then after modifications and additions as required, was reviewed by the Board of Governors. Further comments and suggestions were given and considered. Eventually our Board approved a bold plan for our shared future.

The Vision will be brought to life through 5-year Strategic Plans, the first being included in this document. Each Strategic Plan will be carefully monitored before proceeding to the next one and will contain chapters, or projects, that we will all author as we move forward and write the story of Meadowridge.

We should be done in about 25 years or so.

Prologue

Our Land

“Given the development around us, we need to move now to secure as much land as possible in order to protect the school from urban encroachment, to provide the means for future development, and to secure a strong voice in present and future community development.” Excerpt from the 25 Year Vision Summary

Securing the land for our children’s children.

“What do we wish? To be whole. To be complete. Wildness reminds us what it means to be human, what we are connected to rather than what we are separate from.”

Terry Tempest Williams

The North Forest

9.66 acres of land that includes a ravine, barn, Latimer Creek, forest, and what was a riding stable.

Opportunities & Possibilities:

- Environmental stewardship
- Expansion of outdoor, experiential and environmental education
- Allow our students to work with reputable and local community environment groups (ARMS)
- Along with other property acquired the ability to create an outdoor track/exercise area
- Provides a scenic buffer against encroachment while allowing for expansion
- Develop a safe outdoor discovery area for younger students

The Gatehouse

One-acre property next to our entrance gate that includes a residential home.

Opportunities & Possibilities:

- Expansion of school
- Possibilities for framing the approach to the school

Cottonwood Property

2.95 acres to the southeast, next to our international sized soccer pitch.

Opportunities & Possibilities:

- Provide a buffer against encroachment and outside growth
- Expansion of outdoor, experiential and environmental education
- The ability to work with and foster relationships with local community groups

Growth From The Ground Up

Chapter 2 Preview

Early Childhood Education Centre (ECE)

“If facts are the seeds that later produce knowledge and wisdom, then the emotions and the impressions of the senses are the fertile soil in which the seeds must grow” Rachel Carson

Expanding our current Early Childhood programme (Junior Kindergarten and Kindergarten) will enable us to grow from the ground up. Acting as the gateway to our IB Continuum, this facility will make Meadowridge an even more sought after educational experience and act as the catalyst to controlled school expansion in alignment with the Vision and Mission of Meadowridge

Built to encompass all aspects of our Vision and Mission, the ECE Centre will be an exciting starting point of our Meadowridge story.

Why Expand the ECE Program?

The expansion builds capacity for growth. According to the BC Stats report, People 35, the BC population is forecast to expand by just over 1.6 million people with annual average growth of about 1.2%. By 2036, the BC population will be almost 6.1 million. Kindergarten enrolment is projected to increase by almost 7,000 students over the next 10 years. Over the past decade Maple Ridge has been one of the fastest growing municipalities within Greater Vancouver. We want to be in a position to take advantage of this growth and offer a highly sought after early childhood education to attract new families to the school. A larger community means a larger pool for volunteerism, fundraising, and word of mouth marketing.

What are our goals regarding an ECE Centre /program?

The Junior Kindergarten program follows the Twelve Principles of Developmentally-Appropriate Education, which has been established by the Griffin Center for Human Development (1993):

- A child seeks to learn as a whole person, constructing intellectual, physical, social and emotional understandings through interaction with the environment.
- Learning is something a child does, not something done to the child.
- A child learns through experiments and social interaction (often called play).
- Teaching strategies and classroom practices are based on authentic knowledge of the developing child.
- Learning tasks are relevant and meaningful to the child.
- Concrete and sensory materials are the natural learning media of children and are purposefully used in their education.
- Individual learning styles and intelligences are nurtured through a variety of learning experiences and cooperative ventures.
- Thinking, problem solving, commitment and self-discipline are promoted in an atmosphere of trust and structured freedom.
- Each child is unique, lives in a unique environment and will live a unique life. Teaching and grouping decisions reflect this diversity.
- Learning is an essential life-long process to which schools contribute.
- Educational outcomes are thoughtfully developed to reflect both the developmental needs of children and the changing nature of society.
- The teacher is a reflective decision-maker who observes, analyzes and facilitates children's learning, while continually learning herself/himself.

2012 to 2017 Strategic Plan

Advancement

Goal: To sustain an Advancement-oriented school.

Planned Actions

- Lead Advancement programs that draw individuals and organisations to our school from around the world and who provide enhancements to programmes and facilities.
- Resource the Advancement department to achieve established targets.
- Reinforce policies, procedures, and obligations within our school community.
- Maintain all Advancement records in an integrated, online, relational and secure database which provides confidential data management and storage and which generates accurate reports and receipts.
- Develop an Alumni engagement programme with international reach, including an Alumni Association which takes a proactive role within the school and encourages Alumni to engage in meaningful ways. Strengthen our programmatic and geographic connection to our grad counselling centre and build strong relationships with each graduating class prior to graduation.
- Provide support and leadership opportunities for alumni within the Alumni Association, on the Board of Governors and within the Meadowridge Education Foundation.
- Develop recruitment and retention strategies in alignment with admissions goals to maintain a steady, staged school population growth to a total enrolment of 800 students.
- Develop programmes to sustain and enhance socio-economic and cultural diversity within the school.
- Ensure the ongoing identification and engagement of new donors through the Admissions process.
- Develop and sustain strong fundraising, communication and volunteer strategies to strengthen Annual Giving and events.
- Develop and sustain engagement programmes which create powerful synergies with like-minded individuals and organisations both locally and around the world.
- Ensure the full engagement and leadership of our Board of Governors in Advancement and secure gifts or pledges from 100 percent of the Governors each year.
- Explore the use of Appreciative Inquiry methodologies to energise Advancement programmes, and major gifts and capital giving programmes.
- Investigate grants as a source of income and ensure the inclusion of additional stakeholders by providing structure, guidance and grant writing support to all committees and departments.
- Support the Meadowridge Education Foundation by developing fundraising and community development initiatives.
- Continue to develop the appeal and image of Meadowridge School as an IB World School.
- Develop, plan, and coordinate communications, events and activities that promote, celebrate, and sustain the school culture, community, mission and vision.
- Utilise appropriate media and technologies including social media, digital media, photography, and electronic and print communications, to broaden and deepen support amongst constituents.
- Provide structure, opportunities, support, and recognition for parent, alumni, student and all other volunteers to our school community.

Facilities

Goal: That a Campus Master Plan be designed to support the vision for the school for the next 25 years.

Planned Actions

- Pursue the purchase of land as it may become available in order to provide for programme enhancements or as a buffer for the campus.
- Maintain or develop facilities to provide for programme requirements.
- Develop a planned maintenance programme for sustaining all facilities.
- Provide facilities to support the growth of enrolment to 800 students.
- Ensure the proposed expansion is adequately planned and staged over several years.

Finances

Goal: That the finances of the school continue be predictable, stable, and sustainable.

Planned Actions

- Develop and maintain a rolling five-year financial forecast budget, to include tuition.
- Financial reports of the school are continuously reviewed to ensure the Board receives clear information on key financial performance indicators.
- Develop and maintain a Strategic Financial Plan for the school.
- Investigate ways to diversify income streams while ensuring the school retains focus on student learning.
- Provide an annual cash flow from operations equivalent to amortization.
- Build reserves to offset debt and to provide for large capital or maintenance projects.
- Establish an annual Physical Plant Repairs and Special Maintenance Provision reserve equal to 2% of replacement value of campus buildings.
- Develop Endowments in the Meadowridge Education Foundation to support the provision of financial assistance to qualifying students and families.

Governance

Goal: That we maintain a focussed strategic Board of Governors.

Planned Actions

- That the Board develop and continually improve a set of policies for every aspect of the school governance.
- That the Board will govern through policy and strategy.
- That the annual plan is based upon and supports the Strategic Plan.
- That the Board provide for the creation of the Meadowridge Education Foundation.
- That the Board provide for the establishment of Endowments within the Meadowridge Education Foundation.
- That the Board develop a Strategic Communication Plan for planned communications, both internal and external, and report on achievement of established key performance indicators.
- That the Board develop a sustainable programme for strategic Board member development.

- That the Board's profile within the community be highlighted, and that the Board plans be communicated, and constituent support be developed.
- That the Board guide an active participation within partner associations and pursue accreditation by the Council of International Schools.

People

Goal: To attract, develop, and retain outstanding faculty and staff that are committed to the school, its mission, and values.

Planned Actions

- Ensure preservation of strong hiring and fair employment practices for all positions.
- Maintain programmes to promote staff tenure through professional development.
- Maintain compensation programmes that are competitive in the marketplace.
- Maintain competitive, effective, and efficient employee benefit plans.
- Develop programmes with a focus on employee health and wellness.
- Continue to provide opportunities for staff training and promotion across the organization.
- Develop succession plans for key staff replacement.
- Investigate the merits of developing an international teacher education center.

Programs

Goal: That the IB Programmes be further enhanced through funding, enrolment, experiential learning opportunities, and facility development.

Planned Actions

- Proceed with integration of the IB Diploma Programme into a continuum IB Programme.
- Integrate the learning outcomes of CAS (Creativity, Action and Service) throughout all facets of the school.
- Develop an International Travel Programme including exchange component that links to the learning outcomes of CAS (Creativity, Action and Service), and supports IB Learner Profile attributes and outcomes.
- Increase post-secondary counselling to support burgeoning IB Diploma graduates.
- Maintain 100% university acceptance for our graduates.
- Investigate implementing a summer programme linked to admissions requirements.

Technology

Goal: We will strive for the seamless application and authentic integration of appropriate technology by all learners in their daily lives.

Planned Actions

- Develop a scope and sequence of skills preparing students for a society where technology is pervasive, and where they learn to control technology, and not be controlled by it.
- Develop a framework of policies, to guide the uses of technology.

- Mindfully investigate emergent technologies to enhance learning or work efficiencies.
- Provide professional development opportunities for staff so they can improve their skills and engage in reflection on how technology is used.
- Ensure students can evaluate and choose appropriate technologies.
- Establish regular learning opportunities for students, teachers and parents so everyone is involved in mindful, responsible uses of technology.
- Upgrade our infrastructure so we can benefit from different forms of media.
- Find systems and resources to consolidate information and communications.