

## SPPS FMP#1 - VISIONING

5.29.14

*Purpose: to co-create a clear and compelling **Shared Facility Vision** that will inform and guide the Master Plan and Facility Principles*



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### **CREATING A SHARED VISION**

*The purpose of a facility related vision statement is to guide the master planning effort, help us set priorities, align resources, and facilitate an efficient decision making process.*

*The following are notes transcribed directly from the pages created at Workshop*

#### **Agenda:**

- Welcome & purpose
- Introductions and highest hopes
- What's changing
- Preconceptions
- What others are doing
- Creating a shared vision

*Participants were asked to introduce themselves, and simply express their highest hope for the outcome of work together. These are as follows:*

#### **Highest Hopes:**

- Sunny
- Quality
- Ingeniously inventive
- Deliverable
- Space
- Useful & flexible
- Safe
- Expandable
- Organic
- Productive
- Functional
- Imaginative
- Engaging student, environment where kids love to be
- Community ownership
- Transformative
- Creativity & community
- Space
- Learner-focused



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- Engagement
- Robust (process)
- Respectful
- Connective, bridging
- Fun & happy
- Exhilarating
- Sustainable
- Beneficial
- Environments that are spirited relaxing & socially engaging
- Beautiful & functional spaces
- Understanding – support all learners
- Comfortable buildings
- Community- centered
- Accessible
- Inclusive
- Flexible for future
- Welcoming
- Balanced
- Thoughtful
- Equitable
- Healthy learning environments for all
- Community building
- Successful
- Go beyond our own expectations
- Inclusive
- Personalized approach to meet needs of all kids
- All encompassing
- Accessible to all ages bldgs need to accommodate all

*Participants watched a TED Talk by Sir Ken Robinson entitled “Do Schools Kill Creativity” ([http://www.ted.com/talks/ken\\_robinson\\_says\\_schools\\_kill\\_creativity](http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity)) and were then asked to reflect on the message of the video. These comments are as follows:*

**Reaction to Sir Ken Robinson’s *Do Schools Kill Creativity* TED talk video:**

- Limitations of education “Just the Head”
- Kids feel that having to practice means you’re failing
- If you’re afraid to be wrong you won’t be creative
- Schools for industrial society but were post-industrial don’t fit
- Observations were in survival mode- yet trying to add more \* guessing what future will bring
- Focus on closing achievement gap...sets environment where failure is not acceptable

- Shift to “both-and”
- Work w/ hands =resonated
- Creativity + literacy on same level
- Let kids learn the way they learn best
- Retiring at 2065 → how do we prepare kids to be adaptable for an unknown future
- How do we get out in front
- Legislation that narrows curriculum still in place



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### **FORCES OF CHANGE:**

*Please identify the major forces of change that you believe will impact SPPS over the next 10 years.*

*We then talked about the Innovation Economy and participants were asked to reflect on the forces of change that will affect SPPS students. The following are all the comments that were put up on the big scrolls around the room:*

#### **Forces of change:**

- Race
- Technology
- Diversity: people of color will be the majority
- ↑ 'ing learning & behavioral disabilities. ID resources to assist children & their families
- Globalization
- Even more new technologies
- Student voice increases
- Diversity , English as a second language, generational poverty
- Jobs
- Economic stability
- Expectations from stakeholders
- Climate change
- Our self
- Increasing diversity
- Rise of “other” economic powers
- ↑ 'ing obesity (and diabetes), consider opp’s for movement, exercise, health ed., nutrition ed.
- Global climate, hotter longer summers (HVAC), snow winters: access transit, recess, ex.
- Political will
- More time to excel personal skills
- Demographic shift in the age of the population
- Fear of change
- Demographics (who makes up n’hoods, enrollment fluctuations)

- Young families desire to live in walk able, strong communities grounded by anchors like schools
- Awareness of environmental constraints
- Fluctuating student enrollment
- Resource availability
- Personalized learning will take on many forms
- Water, air, soil
- Nutrition
- Safer schools
- Funding
- More opportunities to challenge kids
- Neighborhood schools vs. magnets
- ♥ + (picture of peace sign) 😊
- How schools are used
- Changing demographics
- Year round schools
- Environmental concerns
- Competition for funding- aging population
- Recruitment teachers- qualified staff
- Teaching will expand learning opportunities
- Utility costs
- Technology
- Technology
- Funding
- Pace of technology growth
- Racial equity
- Social media
- Living wage jobs → chgs in housing → chgs in school → .....
- Technology
- Less money allocated to schools
- \* A picture of a large earth with arrows (learning and human interaction) pointing to a small earth
- \* A picture of a moon, rocket ship and 2 question marks
- Learning anywhere anytime
- Federal and state public policy changes
- A picture of a clock
- Globalization
- Second language learning
- Language
- Self interest vs. common good
- Leveraging community partnerships
- Technology



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- Diversity
- All kids w/ smart devices
- More diverse student population and student skills
- New definition of media/ information
- Lack of affordable housing
- Online learning environments
- More charter schools
- Mobility in learning- not attached to space constraints
- ↑ Mass transit
- Older kids learn w/out being in classroom
- Unique barcode used for all function – library, bldg. access, bus
- Technology
- Energy/ environment
- Mobility- by choice, by chance, by circumstances
- New careers
- Global immigration patterns
- Aging workforce
- Urban development
- Hours of access
- Nutrition- no child goes hungry
- Personalized student learning experiences
- People, places, things
- Fluid entry points
- Competency not time based
- Globalization
- ↑ Student voice
- ↑ In behavioral and disabilities
- ↑ Languages
- Parents involvement
- Training
- Self interest vs. common good, what's good for everyone
- Baby boomer unique → social movement → learn from
- Volunteers = retirees → contributions
- Continue history of social movement
- Curriculum changes- relevance-connection to real world – many pathways
- Students will demand more from us
- Role shifting between teacher & student
- Aging population
- Personalization
- Mass transit
- ↑ Diversity
- Online learning

- Living wage jobs- impact
- Leveraging community partnerships
- Climate △
- △ Ing demographics
- Health

## PRECONCEPTIONS:

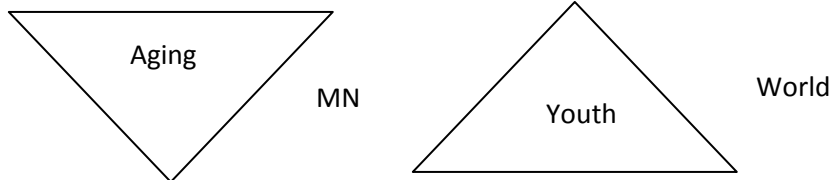
{i.e. limiting beliefs}

Identify personal and/or institutional beliefs that might prevent or limit you in facing the challenges presented by these forces.

*The next activity was to identify what might be roadblock to the process:*

### Preconceptions:

- How do we do this so there are no losers
- Look at change objectively



- Assumptions that our learners are from St. Paul will look like those of the past
- Planning stops w/ a plan monitoring is critical to success  
Plan = Start
- Hierarchy of program needs math/ athletic vs. others
- State/Fed. Dept. requirements
- Fear of change
- Changing purpose from a singular focus to community of learners
- Need to value & engage aging populations
- Need to rethink traditional schedule- overcoming transportation and athletics
- Can we afford this
- Community stuff is in community & school stuff is in schools → leveraging resources
- What's in it for me attitude → communication
- Learning is everywhere – balanced by idea of safety & security
- Deficit mindset – missing out on opportunities moving families = how do we make sure folk don't miss out
- Over course of 10 year plan how do we chart course of changing leadership
- Fear of unknown
- Lifelong learning → good
- How do we know what changes are good
- Building up from individual to systemic change



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- Repeat past → change space but not practice
- We operate as adult oriented
- We operate in a who do you know- how do we get it done
- Who's making the decisions
- \$
- Traditional intuitional beliefs
- Agreements that are in place
- Partnerships are people
- Dependent ↙
- Sustainability
- Leverage full potential of community partnerships

*Givens were presented by SPPS – these are items that are not on the table as we discuss the Facilities Master Plan. Below are the Givens discussed:*

### **Givens**

- ***Kids and academics are at the center of the conversation***
- ***Strong Schools Strong Communities 2.0***
- ***Courageous Conversations Protocol & Racial Equity***
- ***Grade Configurations Remain***
- ***Attendance Boundaries – community schools with magnet options***
- ***Strong Emphasis on Early Childhood***
- ***Inclusion***
- ***Safety & Security***
- ***Community Use & Community Ed***
- ***Sustainability***

*The next activity was a presentation beyond 21<sup>st</sup> C Learning – what others are doing?  
This lead into the Visioning work below.*

### **I SEE/WE SEE**

***Imagine the district is successful beyond your highest expectations, and you're giving an international team of educators a tour of the district in the year 2025. What do you see?***

*The first step of creating a shared vision involves being clear about individual expectations. Participants are invited to individually write down "I see..." statements in response to the above question. The individual statements are not shared in the whole group setting, but rather they are discussed in small groups to create "We See..." statements.*



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*Following the individual activity of creating I See statements, the workshop participants grouped at different tables, and asked to create We See statements as a team. All members of the small group had to agree with and support the group's statements. They also were directed to self select a group "scribe" as well as a spokesperson to present their shared vision. The following is a summary of the results:*

### **We See Statements**

We See...

Variety of spaces and places

- Natural light/outside

- Off-"site"

- Where the family is – vacation, homeless, highly visible

Highly Competitive, multi-lingual, sought-after workforce

- Language acquisitions through technology

Anytime, anywhere

- Personalized learning schedule for the day or night

- Families involved in planning of students' learning

High performers across all race and income groups

- More learners graduating "on-time" (depending on what is on-time for them)

- Fewer learners dropping out

- More learners using post-secondary options

Active engagement in learning

- Learners give the tour

- Happy, multi-generational learners utilizing beautiful, innovative spaces

- Actively engaged in teaching each other

We see open, respectful communication between all learners in a harmonious and joyful space

We encourage and embrace all students gifts, talents, and unique learning abilities in a supportive atmosphere.

We see...

Learning environments that foster community

Fostering Real-World relevance

Spaces that are flexible, support, and inspire and respect all occupants

A device rich environment

Design cycle in action

Industry IN school to co-create learning pathways

We See...

Fun

Adaptive learning



Students working together  
Technology use  
Teachers matched to students needs

We See...

Multiple age and interest learning  
Schools that are anchors of their community: tapping in to and being a resource for all community members  
All sites as incubators for programs that can be adapted at other sites  
Palpable sense of positive energy

We See...

Learning centers (social skills)  
At home learning – on-line  
Collaborative learning & teaching & planning  
~~Unstructured~~ Flexible/ student directed learning opportunities  
Variety of learning spaces  
    Various sizes, groupings, spaces/furniture purposeful  
Cross grade level/cross content  
Students representing learning in a variety of ways

A System of Tensions Finding the Balance

    racial identity ----cultural identity  
    collective needs of society ----individual needs of person and family  
    ecological frame “natural” ----technological frame  
    personal learning styles ----ed standards and requirements  
What brings us balance?

We see...

Inter-generational learning & teaching that flows both ways  
New model of learning  
Self direction  
An adaptable environment  
How kids are joyful in their learning space  
“whole child” education  
Are competitive with international students  
Results based learning

We see...

Green campuses (green spaces, building materials, Food, etc)  
Joyful, engaged, healthy learners & staff  
Student driven learning – curriculum, content, décor that reflects & represents our students!  
    More contextually! Authentic! CTE!



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Collaborative learning – student to student, students with community,  
community with students  
Open, versatile spaces with lots of natural light and temperature controls  
conducive to learning!  
Appropriate resources for students & Staff  
    \*technology, \*PD, \* support, \*  
Achievement data that proves all students thrived/learned/succeeded/won in a  
system that valued & loved them

We See...

Technology rich

    Used in ways to connect students globally

Experiential Learning:

    Making – doing – creating

Building Characteristics:

    Color, sunlight, energy efficiency

Emotions:

    Smiles, intensity, engagement, collaboration

Controlled Chaos/self directions

Flexible Spaces

    Size

    Purpose

We See...

A system where you can't predict achievement (achievement collectively defined)

Schools that have multiple platforms & spaces for demonstrating understanding  
and passion

Schools where real-world problems are at the forefront

Spaces that promote & inspire community building

*At the conclusion of the meeting a small group was identified to craft a draft Vision  
Statement for the Facility Master Plan Committee*



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