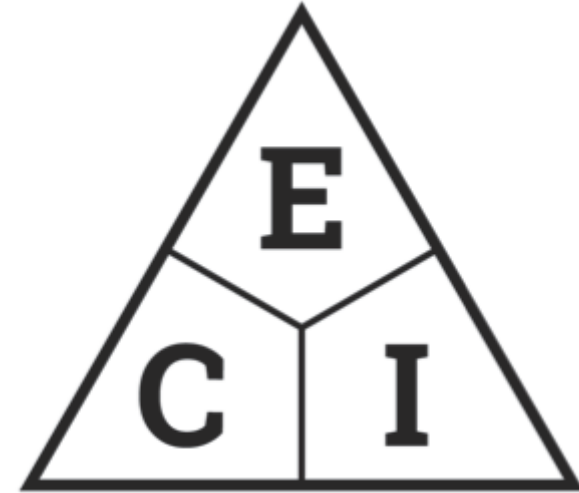# Educational Vision

Our guiding values articulate why we must evolve

These are the three guiding values that we want embodied in everything we do at BPS. From the small actions we take day-to-day to the large decisions that will impact our district for years, we use these values to remind us of what we are working towards.

Equity

Eliminating system bias and providing authentic learning opportunities for all students; Students will have the ability to experience excellence in their own unique ways while achieving equitable measures of success.

Coherence

Driving system logic and consistency of expectations. We will create a system that is navigable by all and that ensures every BPS experience provides the same level of quality.

Innovation

Building a culture of change in an organization that generates new solutions, rather than simply continuing along established paths. We will keep up with changes both local and global by continually recognizing and evolving what and how students should learn to prepare them for future success.

Our vision for our students

By schools, I don't mean only the conventional facilities that we are used to for children and teenagers, I mean any community of people that comes together…Some features of conventional schools have little to do with learning and can actively get in the way of it. The revolution we need involves rethinking how schools work and what counts as a school. It's also about trusting in a different story about education.

Ken Robinson, Creative Schools

Pushing BPS forward

BPS students are the leaders, scholars, entrepreneurs, advocates, and innovators of tomorrow. Boston families deserve nothing less than a world-class education system of innovation, with welcoming schools that are working to transform the lives of all our children. This is what we are working hard to build within BPS.
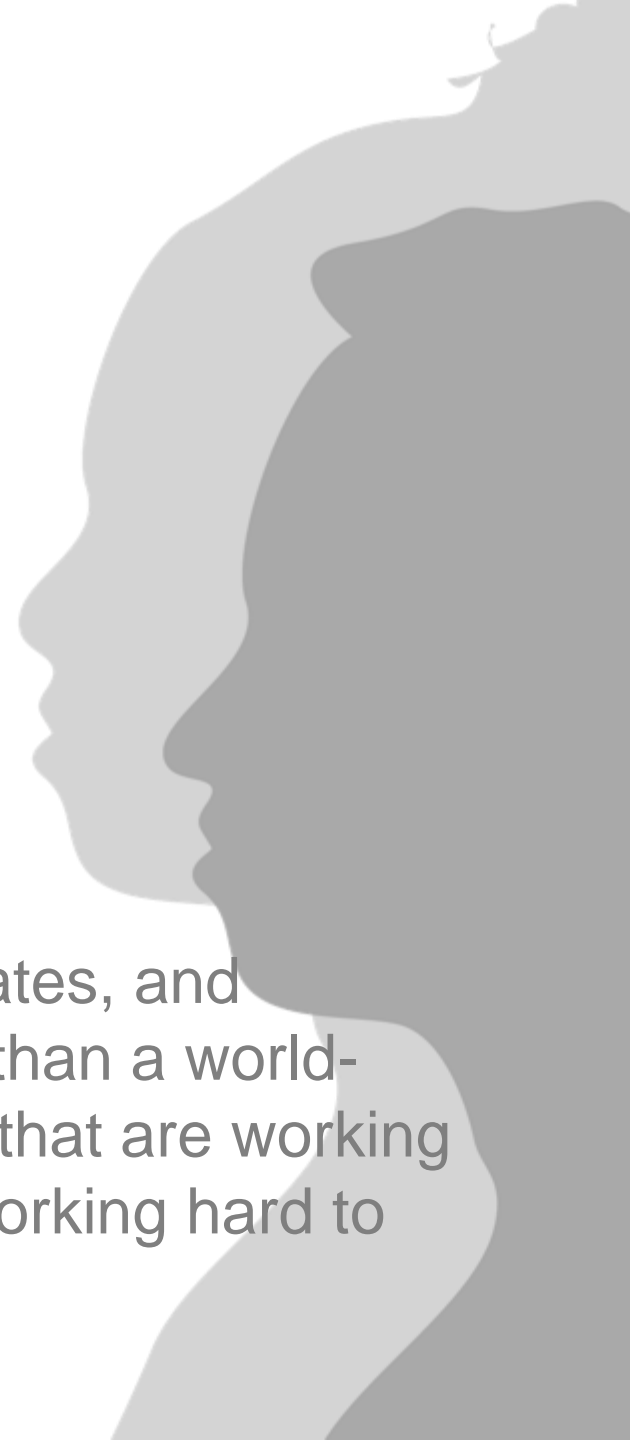
The need for change

SIR KEN ROBINSON

The demands of work today and in the future point to the need for change

The job of BPS is to prepare our graduates to be productive in our communities, as successful workers and citizens. With the fast pace of change in today's economy, it is necessary to step back and look anew at the world we are preparing our students to enter. We note the following key changes as we consider how to build an educational vision that will sustain our students as we confront this future.

Insight Over Information

In the wired society, knowledge lives in our pocket, not only in our brains. The successful employee will have the analytical mindset to be able to distill and interpret information from many sources.

Services Rule

It is projected that by 2018, 78.8% of jobs in the US economy will be service-based. To thrive in the service economy, employees today need problem-solving and social skills and the ability to connect across platforms.

Pack for the Unknown

It is estimated that 60% of the jobs of the future do not yet exist, and the number of jobs a person can expect in a lifetime continues to increase. We must prepare our students to continuously adapt, empowering them with the resources to be able to flex to new opportunities.

The Post-Employer World

An on-demand landscape and the *"gig economy"* continue to trend. In this context, individuals need to have broad-based business understanding, as they are increasingly responsible for managing themselves as businesses-of-one.

Our vision of the BPS graduate

But career readiness is only one piece of our role. School is a practice field for the behaviors, skills and attitudes that our children will carry with them into their adult lives. With this goal in mind, we strive to develop students who are:

Career Ready

Fundamental to our work are the skills, knowledge, and capacity necessary for college and career success. We must be clear about what capabilities future workers will need and design our system to develop these in our students.

Equity Oriented

Where do we learn about injustice? Where are the opportunity gaps? The actions of the adults, peers, and systems in our lives are read daily and studied more closely than any textbook. BPS has the ability to shape significant elements of our students' early experiences to speak better to the value of equity.

Community Contributors

We don't want to just climb the ladder, but to reach back and pull others up. Our communities are a reflection of ourselves, and our students are critical in shaping what our communities look like over time. Our schools are communities in themselves, and we practice daily what each student can bring to theirs.

Full of Agency

We want students to see themselves in brilliant futures and to believe in their ability to effect change. School should help them recognize the role and potential of the individual.
Success is a student who experiences full enfranchisement.

In order for BPS students to graduate career ready, with an equity orientation, prepared to contribute to their communities and full of agency, we have to be clear about:

- *What students will learn*
- *How they will learn*
- *Where they will learn; and…*

… how BPS will organize itself

Instructional vision

BPS Instructional Core

BPS students are the leaders, scholars, entrepreneurs, advocates, and innovators of tomorrow.
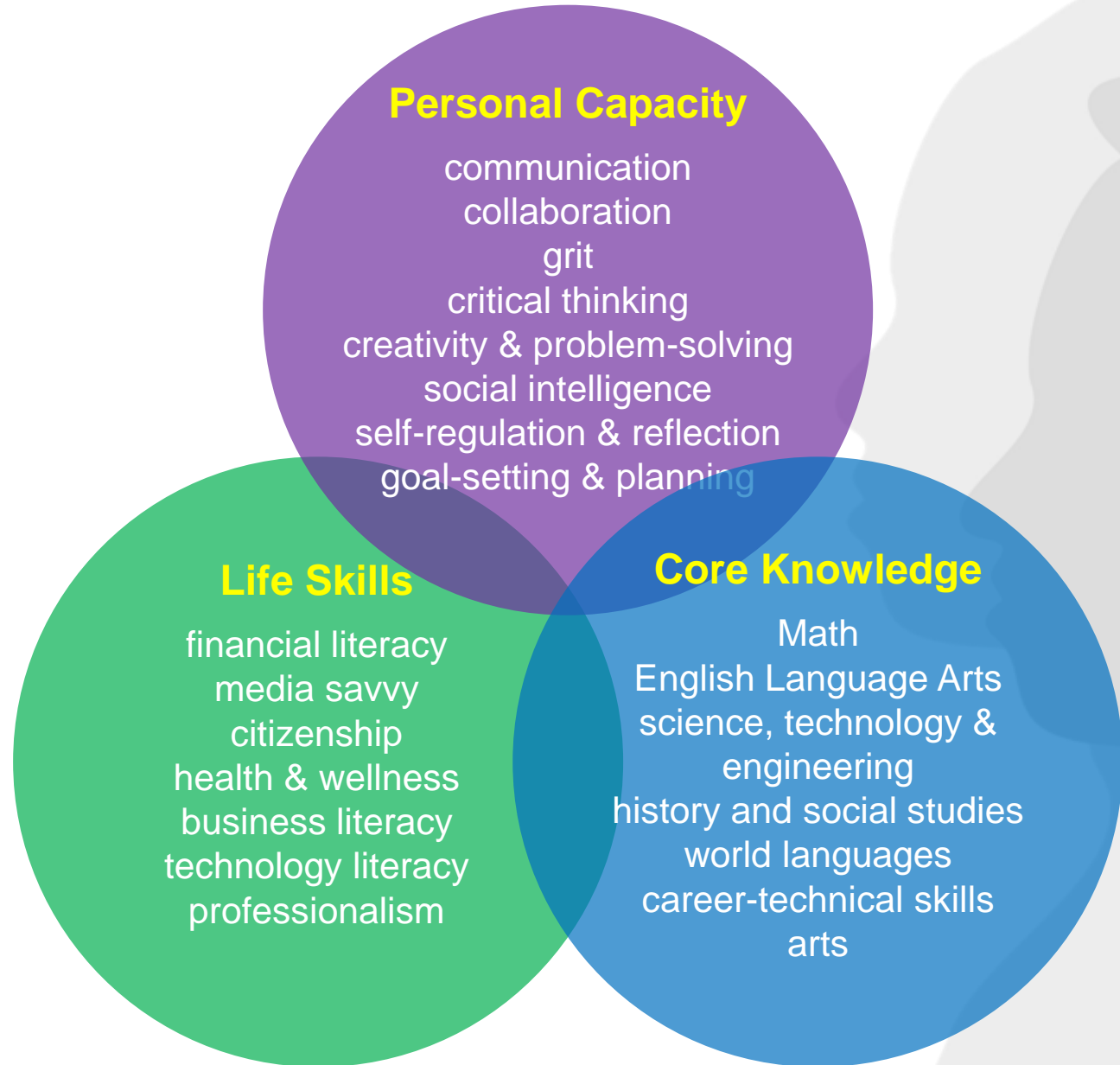
- Students will read widely, think critically, and communicate effectively.

- The content will challenge students to apply standards-based knowledge and skills to real-life challenges that are authentic to the discipline.

- Educators will create safe and welcoming learning environments that affirm our students' unique cultural and linguistic strengths. They will plan instruction that stimulates interest, presents content in different ways, and provides choices for students to demonstrate their understanding.
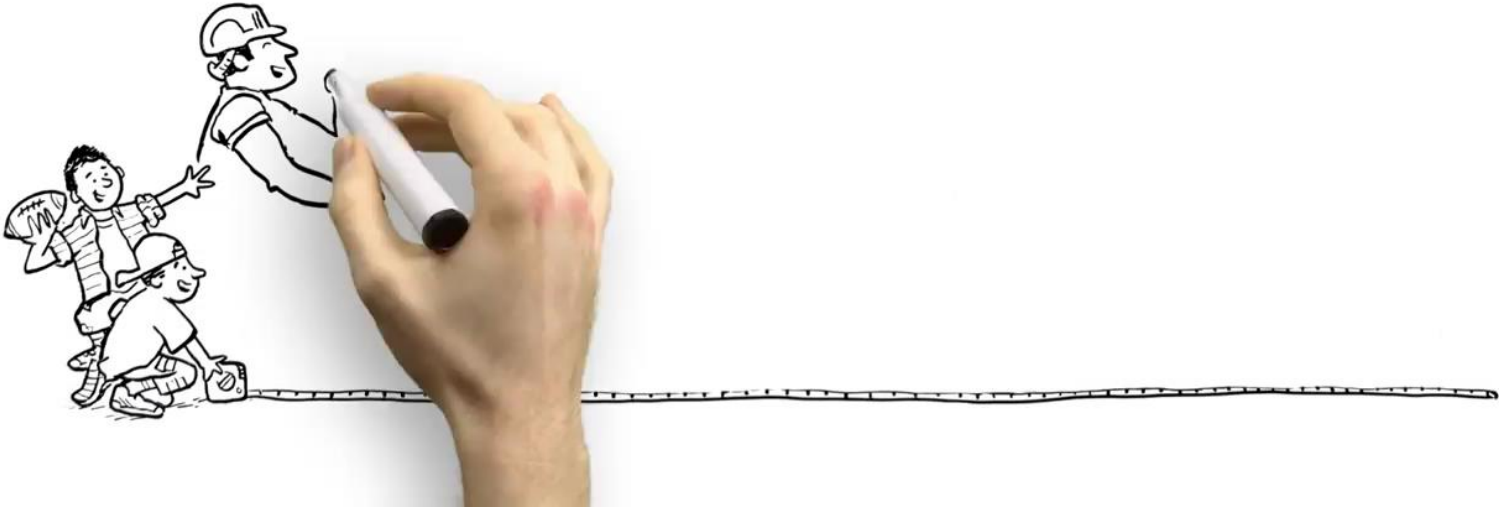

PELP Coherence Framework

This instructional vision informs what our students will learn

Based on our instructional vision we have articulated three key areas of focus, which will form the emphasis for education in our district. Our teaching and learning will support each of these categories.

Personal Capacity

communication
collaboration
grit
critical thinking
creativity & problem-solving
social intelligence
self-regulation & reflection
goal-setting & planning

Life Skills

financial literacy
media savvy
citizenship
health & wellness
business literacy
technology literacy
professionalism

Core Knowledge

Math
English Language Arts
science, technology & engineering
history and social studies
world languages
career-technical skills
arts

The need for equity & coherence

Implications for our school environments

We are transforming an old model

Our instructional vision dictates requirements for our spaces

This instructional vision impacts our teaching and learning, our system-level areas of focus, and our school environments. To achieve this vision, we have established key principles to drive the design of our spaces.

Flexible

Our infrastructure requires that we work within constraints. We also know that the perfect school today could be outdated tomorrow; the pace of change in the world requires us to create spaces that will flex to meet future demands. This means that all our spaces, whether new or existing, must be agile and serve multiple purposes.

Sensory

Our existing spaces often prioritize the intellectual life of the individual. We want our spaces to recognize that learning is not just intellectual, but a physical, social and emotional experience, and that to educate, we must engage our students' senses and personalities as well as their minds.

Contextual

Our district is comprised of largely old buildings in diverse neighborhoods across a dense urban landscape. We must be imaginative in applying our vision to the context of our district and our specific schools. We also must recognize the unique aspects of individual communities and neighborhoods within our city, creating opportunities for our schools to reflect this diversity.

Systemic

Dissolving boundaries, whether physical, organizational, or mental, opens up new opportunities to achieve our objectives. We must think systemically as we seek to achieve our educational vision, looking beyond the unit of the classroom — or even the school — to find new ways to give our students the experiences we want them to have.

If our spaces are designed to these principles, they will activate these <u>teaching and learning experiences</u>

These teaching and learning experiences are meant to provide opportunity for <u>creativity and innovation.</u>

XD

Cross-Disciplinary
The world we live in does not silo information in the ways that our traditional educational process does. In the modern workplace, information is contextualized and integrated. Our teaching and learning will mirror this cross-disciplinary reality, seeking opportunities to bring together multiple subject areas in an applied setting.

M

Multi-Modal and Multi-Channel
The work of the future will require individuals to be comfortable toggling between modes, receiving, synthesizing, and communicating information continuously. This will occur in a range of contexts, with information access, learning, and communication taking place in traditional physical forms, digital spaces, and face-to-face interactions.

C

Collaborative
Today, too much teaching and learning is done in isolation. Our work environments, however, expect teams to work together to tackle problems and to generate new solutions.
We will develop this capacity in our students by practicing collaborative and contextual methods in our teaching and learning.

XD

Cross-Disciplinary
To align multiple subject areas in applied ways, we must enable the following behaviors:
- Creativity and expression across mediums
- Opportunities for enrichment (e.g. music, arts) to be integrated into learning

M

Multi-Modal and Multi-Channel
To allow for students to become fluent in synthetic ways of working, we must enable the following behaviors:
- Ability to learn and work in different modes (e.g., absorbing information, synthesizing information, sharing information, etc.)
- Ability to interact with information across channels (e.g., digital, physical, person-to-person)

C

Collaborative
Collaborative teaching and learning require us to be comfortable shifting between group sizes. We must enable:
- Small and large group work for students and adults
- Performance and presentation

If our spaces are designed to these principles, they will activate these <u>teaching and learning experiences</u>

These teaching and learning experiences are meant to provide opportunity for <u>creativity and innovation.</u>

A

Accept and Value Difference
Whether implicit or overt, we are acknowledging the fact that bias exists in our teaching and learning. We will develop learning environments that are safe places to embrace each person's culture, to think broadly, to explore the world around us with agency, and to fail and restart. We will value the differences in our students and challenge each student to reach her highest potential.

E

Empathetic
We recognize that teaching and learning is not purely an intellectual task, but an inter-personal and cultural one. We will support and develop our students' social and emotional skills and provide avenues for understanding the personal contexts that they bring with them into the educational sphere.

A

Accept and Value Difference
The following behaviors will support our efforts to remove bias from our system:
- Connections with people, objects, and experiences from outside school
- Experimentation with diffusing power structures

E

Empathetic
As we recognize the multiple ways to engage our students in learning, the following behaviors should be supported:
- Sensory experiences (physical, tactile, auditory, etc.)
- Responsive to cultural, linguistic and differentiated learning needs
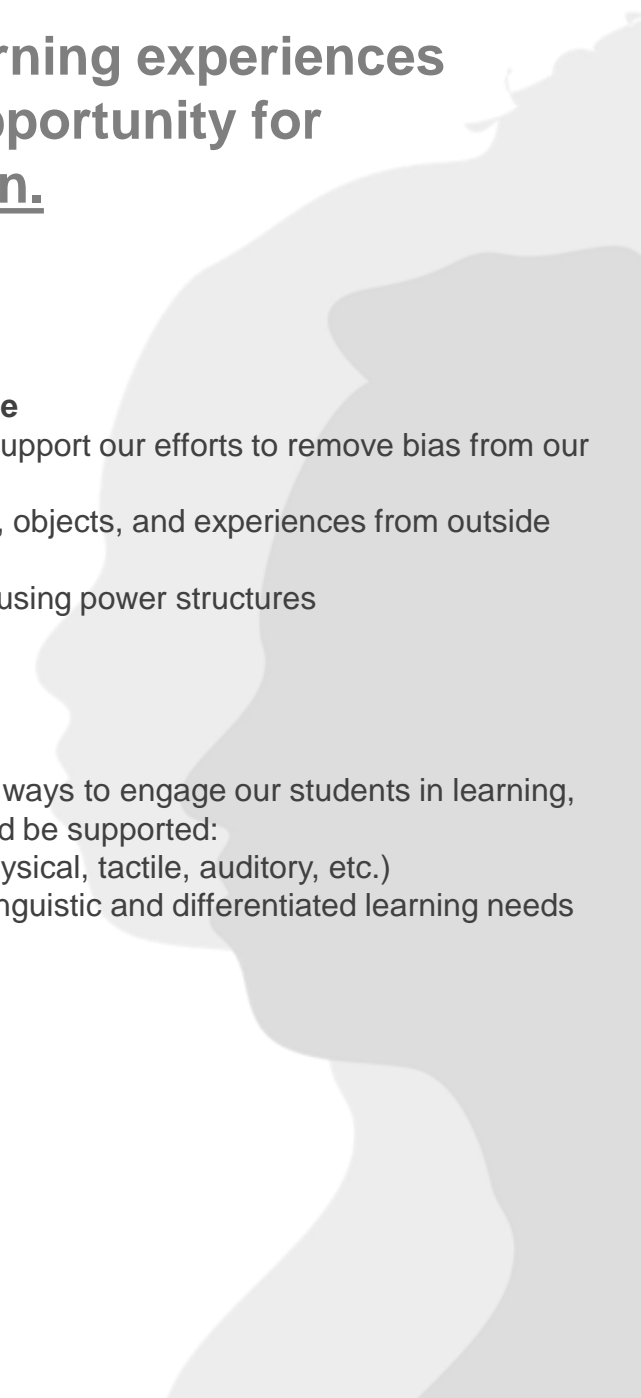
How our system will evolve to support this vision

We are looking system-wide at how we must operate to enable our vision.

City as a classroom
BPS will create the connection points between individual schools and the ecosystem as a whole, including our corporate, non-profit, government, and university neighbors. To fill gaps in what can occur inside our schools, to enact our collaborative objective at a system level, and to provide our students with the contextual experiences that we prioritize, we will consider these partners as extensions of our teaching and learning palette.

Shared resources
We will also think creatively about how resources can be shared across schools to allow for greater programmatic breadth system-wide.

Enabling specialization
Our system provides the opportunity for schools to develop unique areas of focus, which we believe to be a strength of our district and a source of continuing potential. As we think about district configurations, we should welcome the diversity of school programming that exists across BPS.

High quality seats closer to home
Our objective is to provide all of our students with high quality school options near their homes.

Full classrooms
In order for our schools to be financially viable, BPS will work to shape a system that comprises healthy schools with full classrooms. Future system configurations should aspire towards classrooms that are fully enrolled.

Smart transitions
BPS will evolve the system's grade configurations to provide more coherence across the system and more sensible, predictable, and uniform transitions for students. While there will be a shift toward greater consistency, BPS will also seek to accommodate schools that embrace a unique configuration.

Diverse populations
There are schools that disproportionately represent specific sub-populations, whether these are certain racial or economic groups, English language learners or special education. As we create future models, we must continue to prioritize access for all and seek to mitigate this issue.