

# COMMUNITY

## learningcampus

ISSUE 2 FEBRUARY 2005



### LEARNING PLAN FOR THE COMMUNITY LEARNING CAMPUS

The newly penned Learning Plan for the Community Learning Campus (CLC) is the basis for everything that will happen with the CLC as it develops over the next several years. The main components of the plan are covered in this second issue of the CLC newsletter. The plan was developed by a Design Group composed of representatives of the Chinook's Edge School District (staff, students, and parents), Olds College (staff and students), Town of Olds, County of Mountainview, University of Alberta, Alberta Government and community leaders.

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#### CLC IS FOR EVERYONE

The signature for the CLC learning experience is: An organization that facilitates life-long learning for all ages and all people. So, everyone is welcome to learn at CLC including:

- **High school and college staff** – on and off campus, professional development
- **Parents and families**
- **Business, industry and government agencies**
- **Performance and fine arts groups**
- **Civic and service organizations** – CLC partners, civic groups, social service groups
- **Co-located community services users** – Children's Services, food services, library, sports training
- **General public** – conferences, lectures, performances, recreation, sports
- **High school students** – on and off campus
- **College students** – on and off campus
- **Community adult students** – on and off-campus, including seniors
- **Pre-high school students** – early childhood, elementary, middle school
- **International students** – all ages



# COMMUNITY

## learning campus

Themes to support the Learning Plan include: (1) programs are personalized and each learner is valued as an individual, (2) creates a sense of community, (3) provides many opportunities, multiple options, and choice.

### COMMUNITY LEARNING CAMPUS BASICS

The priority at CLC is the student. A CLC education will equip students with:

- **Healthy educational environment**
- **Personalized learning** – an education that will suit the needs of each student, help each to find their niche in life, foster positive development and self confidence, and define appropriate measures of success
- **Safe, caring, and collaborative learning environment** – the learning process should strive to create a social environment that is safe and caring, builds collaborative learning relationships, and integrates multi-age learners as appropriate

### strong skills

- **Life skills** – an education that will foster skills needed for successful living such as communications, critical thinking, problem solving, self-directed learning, responsibility management, teamwork, health and wellness, and interpersonal relationships
- **Leadership and citizenship skills** – an education that will help students develop leadership, citizenship, and character skills in the context of immediate community and the global village
- **Technology-related skills** – an education that will equip students with skills for the effective use of technology
- **Learning in and about the community and rural development** – the learning process should encourage learning about the community and rural development through volunteering in the community and community-based projects

### amazing learning opportunities

- **Distance learning** – an education accessible from a distance using e-learning strategies and supporting environments
- **Applied learning** – an education that includes both theoretical and applied learning such as job shadowing, internships, apprenticeships, and cooperative work experience
- **Career-related learning** – an education that will prepare young students for first jobs and help others to continue their professional development in part by increasing inter-subject learning, especially connections between academic and career-related subjects
- **Lifelong learning** – an education that will encourage and prepare people for lifelong learning in a variety of educational settings

### SUCCESSFUL ORGANIZATION

In order to be effective the CLC must be organized in terms of students, time, subjects, staff, decision making, and settings to support implementing the above learning processes:

#### students

- **Level of competence** – organize learners by their level of competence in order to personalize learning for the growth and development of each student
- **Learning outcomes** – organize learners by what they want to learn (i.e., career pathways, academic majors)
- **Method of learning** – organize learners by the strategy that will be used for learning – one-on-one, small/large group, self-directed, project-based, workplace-based, etc.
- **Integration of mixed age groups** – organize learners into mixed age groups as appropriate

#### time

- **Full day, year round programming** – organize time to provide maximum access to learning and use of facilities and other resources to their full capacity
- **Efficient space use** – organize time so that facilities are used as fully as possible
- **Expand access to learning** – organize time to expand access to more learning opportunities
- **New culture building** – organize time to provide learners and staff the opportunity to build a new culture for the CLC

#### subjects

- **Meet local and provincial educational standards and program requirements** – organize subjects to meet the core local and provincial educational standards for high school students and program requirements for college programs
- **Experience distance learning** – organize subjects so that all high school and college students take at least one course on-line
- **Experience community service** – organize subjects so that all high school and college learners experience community service learning
- **Access to dual credit** – organize subjects so that teaching and learning resources are used to the fullest extent using a dual credit option (e.g. high school students in college-based courses, etc.)
- **Collaborative projects** – organize subjects to encourage and support mentoring and collaborative projects between high school and college students
- **Personalized programming** – organize subjects to support the development of personalized programming based on learning needs and learning styles

## PARTNERSHIPS BRING LIFE TO COMMUNITY LEARNING CAMPUS

If it takes a whole village to raise a child, then it takes a global village to develop a whole learning community. Naturally, partnerships are essential in the world-class education offered by the CLC at Olds College and there are significant benefits to all involved:

PARTNER	PARTNER BENEFITS	CLC BENEFITS
CLC students	<ul style="list-style-type: none"> <li>outstanding world-class experience</li> <li>integrated theory and practice</li> <li>international context for learning</li> <li>wide range of offerings</li> <li>sustainable future in the community</li> </ul>	<ul style="list-style-type: none"> <li>opportunity to teach</li> <li>basis for core business; a reason to stay in the community</li> <li>international students bring cultural element</li> <li>students provide valuable input for leadership, decision making and program design</li> <li>students bring enthusiasm and commitment</li> <li>students provide feedback into how the model is working</li> <li>opportunity to contribute to future of the community</li> </ul>
CLC staff	<ul style="list-style-type: none"> <li>laboratories, other facilities and other resources</li> <li>flexibility</li> <li>personal wellness and safety</li> <li>professional development course / program development and change</li> <li>course development and change</li> <li>jobs relevant to local learning needs</li> <li>community involvement</li> </ul>	<ul style="list-style-type: none"> <li>expertise in academics and applied knowledge including arts, fine arts technology and physical education</li> <li>overlap of expertise allows staff interchangeability</li> <li>good mentorship opportunities</li> <li>apprenticeship opportunities</li> <li>access to jobs in local industry</li> <li>advanced education – universities and colleges</li> </ul>
Community	<ul style="list-style-type: none"> <li>expertise for local initiatives, problem solving, planning</li> <li>facilities and technology</li> <li>practicum students and community volunteers</li> <li>venue for group and personal development and enjoyment</li> <li>opportunity to pass on the unique story of the community</li> <li>source of interested next generation community participants</li> </ul>	<ul style="list-style-type: none"> <li>source of users, local experts and funding</li> <li>community resources, facilities, and county networks and expertise</li> <li>access to mentors, job shadowing, practicum placements</li> <li>setting for hands-on learning and volunteerism</li> </ul>
Business, industry and organized labour	<ul style="list-style-type: none"> <li>training and training facilities</li> <li>source for human resources</li> <li>information and application of technology</li> <li>research studies</li> <li>skills assessment</li> <li>excellent business and lifelong learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>training, equipment and technical support</li> <li>career opportunities as well as job shadowing, job placements, work experience and apprenticeships</li> <li>identification of learners who have aptitude for trades</li> <li>input to curriculum</li> <li>skills needed in workplace</li> <li>problem solving expertise</li> </ul>
Schools, colleges, universities	<ul style="list-style-type: none"> <li>collaborative programs including research opportunities and professional development</li> <li>new ways of working</li> <li>varied programming options for students including distance learning</li> <li>campus with residence options</li> <li>long history of successful education</li> <li>opportunities for teaching new courses / groups of students</li> </ul>	<ul style="list-style-type: none"> <li>new ways of working</li> <li>collaborative programs including research opportunities and professional development</li> <li>varied programming options for students</li> <li>distance learning</li> <li>opportunities to use facilities for hands on learning, upgrading and further education</li> <li>more people attending post secondary as they have a better vision of what / where they can go and how</li> </ul>
Social service agencies	<ul style="list-style-type: none"> <li>greater ability to provide seamless services</li> <li>access to space, technologies, and security</li> <li>access to early intervention, ongoing education and service providers</li> <li>increased access to client base and intervention opportunities</li> <li>opportunities for community support of client needs</li> </ul>	<ul style="list-style-type: none"> <li>support for social issues that affect education</li> <li>link to community</li> <li>mentorship</li> <li>operational funds for facility</li> <li>timely response to individual / family needs</li> <li>opportunities for teamwork on community issues</li> <li>resources for service delivery</li> </ul>

- **Mastery learning** – organize subjects to provide the opportunity for developing advanced mastery of an area of interest

### staff

- **Leadership and coordination** – organize staff to provide leadership and coordination in areas central to the CLC
- **Meet learning standards** – organize staff to address local and provincial educational standards for the high school and program requirements for the college
- **Utilize teaching expertise** – organize staff to make maximum use and scheduling of all available teaching expertise (in high school / college / and the wider community)
- **Staff training** – organize staff to provide optimum training opportunities
- **Staff teaming and collaboration** – organize staff to encourage communication, teaming, and collaboration between the high school and college staff
- **Staffing models** – organize staff to support full day, year round programming of learning time and opportunities

### decision making

- **Collaborative decision making** – organize decision making to address areas of needed collaboration including shared usage, autonomy and decision making
- **Learner involvement** – organize decision making to actively involve learners in areas important to them
- **Decision making models** – make decisions that respect human rights, parental and community involvement, and conflict resolution

### environment

- **Form follows function** – organize learning settings in the support of CLC functions such as design goals, learning signature, expectations, and process
- **Maximize facility use** – organize learning settings to make the most effective use of facilities
- **Variety and flexibility** – organize learning settings to support various size groupings of learners and flexibility in groupings

- **Sustainability** – organize settings to ensure economical and environmental sustainability of the learning environment
- **Access in community** – provide learning via technology and through flexible scheduling
- **Use of services** – organize learning setting to provide effective access to special programs such as health and wellness and recreation
- **Learning in community** – organize learning settings to encourage and support learning in the community

### A PLACE OF LEARNING

The physical structure of the CLC also supports learning both through facilities and the technology with which the facilities are equipped:

#### facilities

- **Sense of community** – inviting, safe, and welcoming; create sense of belonging; and build a new culture for youth and adults
- **Flexible and adaptable** – flexible, support multi-use, and adaptable to change over time
- **Way-finding and coherent network** – simple way-finding and circulation flow for students and community users
- **Access to community special services** – on-site access to child care, health and wellness services, recreational programs, and employment services
- **Dissolves borders** – seamless transition between high school and college
- **Efficiency** – encourage shared/multi-use in purchasing, equipment, data, technology, services, energy, water, etc.
- **Access** – easy access to theatre, health and wellness, volunteers etc., for community including people with disabilities
- **Control of entry** – facilities support both multi-use and restricted use as needed
- **Infrastructure** – abundance of natural light, effective acoustics, electric power, and storage
- **Variety** – wide variety of spaces in terms of size of group, formal/informal, levels of technology
- **Distinctive and fits with environment** – distinctive and unique appearance that fits with environment

- **Integration of distance learners** – integrate learners at the campus with learners at a distance using e-learning technology

### technology

- **Communications** – enhance communications throughout the campus and externally
- **Integrated and compatible** – support the organization of learning with tools like common electronic course catalog, portable technological devices and electronic portfolio
- **Connectivity** – connect learners to learners, learners to teachers, and learners to resources, local and international
- **Variety of forms** – diverse set of hardware and software
- **Accessible** – use technology to provide full day, year round access to learning from anywhere
- **Up-to-date** – keep current with leading applications in education, business and industry
- **Supported** – technical support and training that is readily accessible when needed for learners and staff

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