

# Memorandum

To: **File**  
 From: **CGA**  
 Project: **St. Anthony Park Elementary School**  
 Project Number: **16-0078**  
 Subject: **Community Group Meeting #2 Notes**  
 Date: **April 18, 2016**  
 Copy To: **Attendees**



The group was greeted and welcomed to the second Community Workshop and given a quick overview of the Facilities Master Planning (FMP) process and Workshop #1. The Highest Hopes and What's Special wordles were reviewed as a group and copies left on each table for quick reference. The goal of this meeting was to see what others are doing and expose the group to ideas and practices surrounding 21<sup>st</sup> century learning.

As attendees arrived they were asked to participate in the "Forces of Change" exercise, which asked: *Please identify the major forces of change that you believe will impact public education over the next 10 years.* The responses are listed below and were later discussed as a group.

## Forces of Change

Expansion for Pre-K program	Self-reliance of communities
Global interconnectedness	Rotate class room
Design for diversity	Connections
Learning styles	Flexibility of furniture
Learning outside of school – Virtual, CR	Safety
Experiential opportunities – natural, maker spaces	Opportunities/learning, not tied to grade level
Technology – connection online to more resources, instruction, etc.	More resourceful in meeting student needs – partnering...
Teachers as facilitators	Extended day and school year
Collaboration between disciplines	Alumni resource center
Global thinking/reasoning	Eco (solar powered, etc.)

Next, the group was asked about any preconceptions or beliefs that might limit their thoughts during this process. The group discussion was prompted by the question: *Identify personal and/or institutional beliefs that might prevent or limit you in facing the challenges presented by these forces.*

## Limiting Beliefs

Practicality	Develop SAP's own "shiny object"
Class size of "x" – x is too big	Hardware – infrastructure cost
Time	Funding
Security – establish set of rules, lock ability	How do we forecast 10+ yrs. with limited participation in these meetings?
Site constraints	Behavioral expectations
Limited representation of all stakeholders	Overly complicated solutions "KISS"
Furniture? Availability and use	Flexibility – multiple use
Education – Industrial model	Tweak approach – process as instigator
Can the building support projected use?	Curriculum (timeline?) should drive design
Budget, balance, priorities	

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Refocusing on 21<sup>st</sup> Century learning ideas, we took some time to discuss the tour to North Park earlier in the week. The tour was attended by about 15 people and teacher Tari Hella-Yelk gave a brief summary of what we saw. After, the forum was opened up for comments by others who attended. It was reiterated that CGA is not intending that North Park serve as a model for SAP, but as an example of what others are doing and to prompt discussion and thought around transformation of teaching and learning.

After a presentation on 21<sup>st</sup> Century learning and spaces, two video provocations were also shown to the group: North Park and Eastern Heights. The group reflects on what they saw at the tour and in the videos below:

**Reflections (NP = North Park)**

<i>Tour Reflections</i>	<i>Conversation/Other Commentary</i>
The variety of spaces worked well for what was going on – it was an eye opener about how we might plan our space.	The discussion is different than expected – It is focused also on teaching/learning, not just the building.
Learning flexibility, acoustics, lighting, color, furniture, windows, connection to outside.	Change in teaching/learning – this is a philosophical question
Furniture was flexible and adaptable.	Are we changing teaching? We need more input and participation from teachers.
The students were on task, not distracted.	Worried that we’ll do it wrong
Seemed like a sub-school within a school - Brimhall does that	Kids adapt to a change like this while adults freak out.
Opportunities	This type of transition will affect teachers’ comfort levels differently.
The studio model fits in with how broader society is working and learning.	Sudden change is not what we’ve communicated with community
School is changing all the time even if it physically looks the same. NP was more teacher-directed, accommodated more group projects, shorter lessons and longer work times	Now’s the time to “blow it up and reinvent it” – research about teaching and learning should drive these decisions. If we don’t do this now, the next chance is when our grandchildren are attending this school.
The learning studio model at North Park is extreme compared to the traditional classrooms at SAP. Can we find a model between these and have the best of both worlds?	What’s important? How do we improve upon what we’re doing? Don’t need to reinvent, SAP is a successful school already.
Missing here- some children’s needs are not being met – a lot to put on a teacher	SAP is successful, dynamite school that people are attracted to.
Didn’t know what to expect on tour – pleasantly surprised	Be prepared for change – we are starting to talk about education philosophy
Teachers help each other relieve pressure, house concept or NP concept of working together. Collaborative examples of space	There is no one here from the UofM. A nearby resource we should partner with.
No teachers’ space?	Need to be mindful of adapting
	Can we take baby steps toward a more flexible model?



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The final exercise was called “A Day in the Life”. The group was asked: *Imagine you are a student, teacher, parent, or community member. What does learning look like after this project is completed? What are you doing, with whom, and where?*

Each group’s work is represented below.

### **Day in the Life**

- **GROUP 1: Student**
  - I can move my body all day long
  - I want to know I have friends
  - I want to feel proud about myself (sense of accomplishment)
  - Belonging
  - If I am having a bad day (or troubled family circumstances) I have adults I can trust
  - Space that feels comfortable – like second home
  - Choose who to be around (students and adults)
  - Light, windows
  - Space to move and ability to choose where to be and what to sit on
  - Be able to have space meet different needs, sensory experiences
  - Space to store things that isn’t shared (reduce lice, diseases, etc.)
- **GROUP 2: Teacher**
  - Go home energized (physical space; fluorescent lights)
  - Able to group kids in flexible and fluid ways
  - Opportunities for social/collaborative time to connect with peers
  - Our kids – we are all teaching them together
  - Sea of bodies
  - Learning is approached in many different ways (collaboration, planning, really talking to each other, use data)
  - Teaching styles will continually evolve as learning expectations change with parents, community, students’ expectations
  - Purposely developing communication that still focuses on human interactions as well as technology
  - Some spaces (environment) to help develop/evolve learning styles, teaching styles, increased capacity
  - Space to collaborate within grade levels, between grade levels and with specialists
  - Multiple teachers/adults in space
  - Ability to group students in different ways
  - Access to windows and natural light
  - Multi-use spaces
- **GROUP 3: Community Member**
  - Buzzing playground; community asset
  - Day doesn’t end with school day – resource (nice ECFE, disability services, yoga, elderly, etc.)
  - Inviting to community members during school day
  - Welcoming into the school – volunteer, work with individuals or small group of kids
- **GROUP 4: Parent**
  - See student work all over (bulletin boards, display cases...)



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- Clear entry, maps, signage – welcoming, signs saying “hello” in different languages
- Space for parents to gather – on playground or inside

- **GROUP 5**

Learning Looks Like

- Collaboration
  - Physical proximity (grade levels)
- Flexible spaces
  - Some open spaces (or could be opened)
  - Accommodate introvert/extroverts
  - Loud/quiet
- More desirable to teachers who are trained with 4 C’s
- Driven by evidence-based best practices for education

What Are We Doing/With Whom/Where

- Connected/taking advantage of external resources
  - Volunteer coordinator
  - “alumni center”
  - Vocational center
  - Knowledge, skills, careers of alumni, community members/stakeholders, higher education, mentors
  - Wealth of experience and knowledge to share
  - Connect with students/community to real-life experts (career, global/diversity, culture)
  - Infused with awareness of community, diversity, global exposure

**END OF MEMO**