

**Bright Futures “Meeting Plan” # 4**  
<http://www.maine.gov/education/ml/>

*Bright Futures: A Framework of Twelve Core Practices for Maine Middle Grades Schools Developing Full Academic, Personal and Social Potential for Maine Young Adolescents*, the Report of the Commission on Middle Level Education, has recently been published by the Maine Department of Education. In 2010 there will be a series of free webcasts focusing on this document. Information about the webcasts can be found at <http://www.maine.gov/education/ml/>. Each webcast will explore several of the 12 Core Practices and have an accompanying “meeting plan” that school leaders can use or adapt to facilitate faculty meetings, conversations, or study groups looking at the Core Practices.

**Meeting Plan # 4: Core Practices 5 & 6**

**5. All middle level students experience learning opportunities that emphasize creativity and innovation.**

**6. School leaders, using a collaborative and democratic leadership model, focus on establishing an environment that supports the learning needs of young adolescents.**

**Time needed:** approximately an hour (This plan could also be split up and used for two different meetings. More time would be allowed for discussion and sharing.)

**Materials and Resources:**

- Sir Ken Robinson video—speaking at the TED Conference  
[http://www.ted.com/speakers/sir\\_ken\\_robinson.html](http://www.ted.com/speakers/sir_ken_robinson.html)Ted.
- Use a LCD projector so everyone can see and hear at the same time.
- Chart paper and markers
- Response sheet for the *Ticket Out the Door*: create a response sheet with the following heading: If I were courageous...and knew I could not fail, a concrete action I would take at school or in my classroom to improve learning for all of the students would be...

**Background information on Sir Ken Robinson and TED:**

- Robinson is an educator/author/speaker who specializes in creativity
- Two books:
  - *The Element: How Finding Your Passion...*
  - *Out of Our Minds: Learning to Be Creative*
- Blog: [http://www.huffingtonpost.com/sir-ken-robinson/transform-education-yes-w\\_b\\_157014.html](http://www.huffingtonpost.com/sir-ken-robinson/transform-education-yes-w_b_157014.html)

- TED's mission: *We believe passionately in the power of ideas to change attitudes, lives and ultimately, the world. So we're building here a clearinghouse that offers free knowledge and inspiration from the world's most inspired thinkers, and also a community of curious souls to engage with ideas and each other. <http://www.ted.com>*

### **Meeting Process:**

- Introduce the two topics for the meeting: creativity and collaborative, democratic, and courageous leadership. Half of the time will explore creativity and the other half of the meeting will examine leadership. The facilitator needs to explain how the information gathered at the meeting will be used. Will the group be returning to these topics at a later time or is the information going to be used by the Leadership Team as advisory input, etc.?

**Part 1: Creativity.** Sir Ken Robinson states "My contention is that creativity now is as important in education as literacy, and we should treat it with the same status." This would be an interesting quote to have up on the screen as folks come into the room.

- Introduce the video by explaining who Ken Robinson is (see information above). Also, set the purpose for watching the video: *Keeping in mind Robinson's perspectives on creativity, think about how we as individuals and as a school nurture our students' talents.*
- After viewing the video, divide participants into groups of 3-4. Keep the groups small so that everyone is encouraged to participate. You might use grade level groups or teams or curriculum areas or random selection as an organizing method.) Ask each group to have conversations that identify
  - Ways our pedagogy encourages creativity and risk taking?
  - What happens in classroom to block creativity?
  - What could we do to encourage more creativity and risk taking?
- Have groups share their ideas. Be sure to chart the ideas so that you have a record of them and can refer back to them in the future.

### **Part 2: Collaborative, democratic, and courageous leadership**

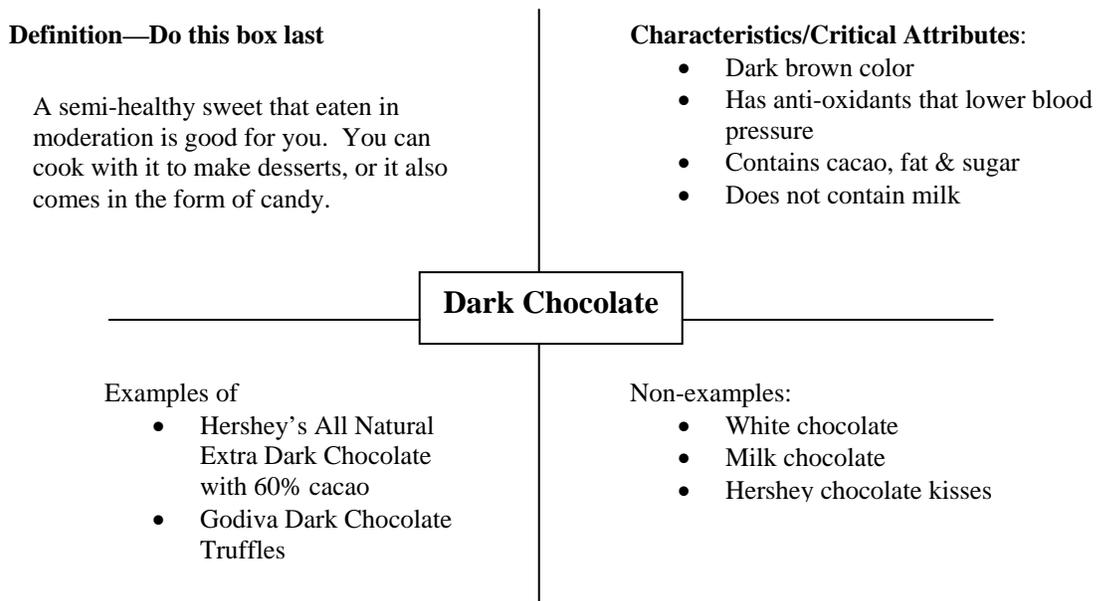
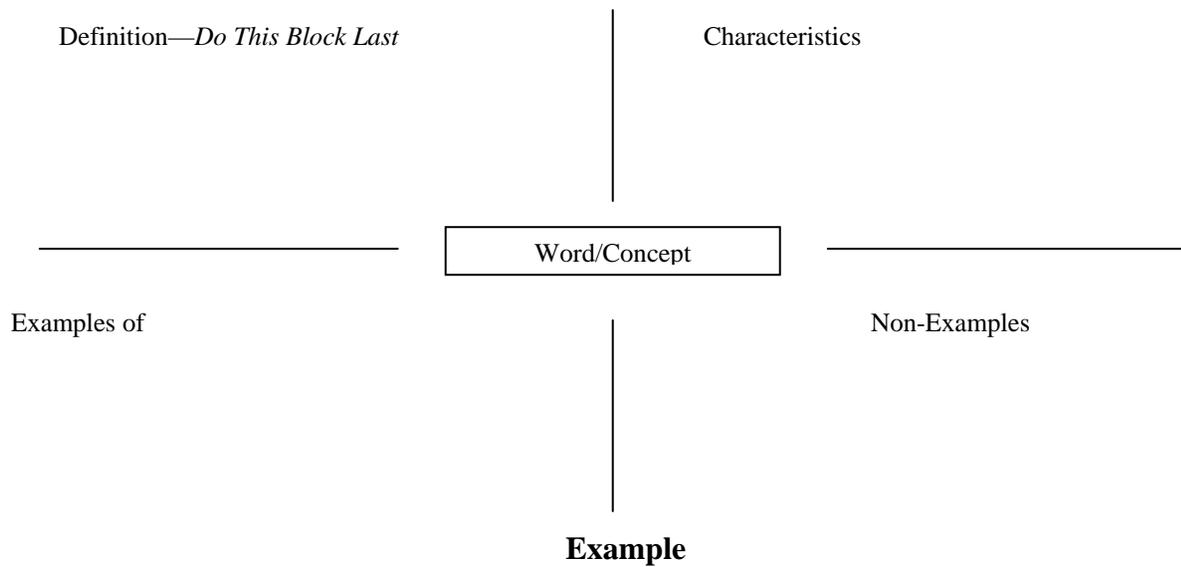
- You will be using the Frayer Model graphic organizer for this part. An explanation of the model follows at the end of the meeting plan.
- Divide the participants into small groups of 3 or 4. More than 4 and you run the risk of some folks not participating. Assign each group *one* of the following aspects of leadership and ask them to create a Frayer Model on chart paper that defines their designated type of leadership:
  - Collaborative leadership
  - Democratic leadership
  - Courageous leadership

*Explain that there is no one right answer; rather each group is to explore their own thinking on the topic and to create an original response.*

- When groups are finished, pull everyone back together. Have each group share their poster. If time, create a summary chart that pulls together ideas from all of the groups.
- *Ticket Out the Door*: Give each participant a response sheet (described in the materials list above.) Have them respond to the prompt: *If I were courageous...and knew I could not fail, a concrete action I would take at school or in my classroom to improve learning for all of the students would be...* Collect the sheets as participants exit. There are several ways to use these:
  - Post them for all to see
  - Use them as discussion starters at future meetings
  - Use them to kick off a school self-evaluation

**Fruyer Model Information:** <http://www.justreadnow.com/strategies/frayer.htm>

**Fruyer Model** A Highly Effective Graphic Organizer for Helping People Internalize a Concept



**Definition**—Do this box last! Use ideas from other 3 boxes to help you formulate your original definition.

**Characteristics**—What are the critical attributes of your particular type of leadership?

**Type of Leadership**

**Examples**—what are some real world examples of this type of leadership? Don't confine yourselves to the world of education.

**Non-Examples**—what are some real world non-examples of this type of leadership? Don't confine yourselves to the world of education.