



BUILDING THE FUTURE:



University of Toronto Schools Strategic Plan 2008

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UTS
UNIVERSITY OF TORONTO SCHOOLS

Goodness refers to the complex culture of schools – to academic achievement, of course, but also to the craft and aesthetics of pedagogy, to the quality of the human encounter and to the nature of organizational authority. Goodness permits excellence to shine in its myriad forms.

Sara Lawrence Lightfoot
1987

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October 7, 2008



Building the Future

University of Toronto Schools

Strategic Plan 2008

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CHAPTER ONE OVERVIEW

Chairman's Introduction
Principal's Introduction
Executive Summary
Process

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Chairman's Message

Building the Future is a strategic plan for UTS. The plan is the product of several years of intensive work and ongoing input from our key stakeholders, our students and staff, alumni and parents. This endeavour began in early 2006, around the time that the UTS Board of Directors announced to the community that a framework for a long term Affiliation Agreement was reached between UTS and the University of Toronto. At that time, the Board made a commitment that once UTS and the University reached a final agreement, work would begin on a long term strategic plan to chart a new course for UTS.

The affiliation framework reached in February 2006 provided the necessary context to allow the Board to initiate the next phase in securing the school's future. In April of 2006, the Board appointed Michael Robertson as Principal of UTS. Michael took office on July 1, 2006, the day after the Affiliation Agreement was finalized (June 30, 2006). Her mandate was to develop a short and long term plan for UTS that secured the successful future of the school as well as our relationships with our key partners – the University of Toronto and OISE/UT.

Michael acted quickly and convened a Strategic Planning Steering Committee comprised of teachers and staff, alumni, parents and members of the Board of Directors. The Team met regularly and, by January 2007, settled on key components and a recommendation that the Board adopt the title *Building the Future* for the UTS strategic plan.

Michael and the Steering Committee proceeded to map out the plan from February 2007, and, in May 2007, embarked on a year-long series of consultations with every UTS stakeholder group.

Beginning in November 2007, the UTS Board was presented with a series of briefing sessions relating to the current status of the school, the competitive landscape, the challenges facing UTS and the opportunities for partnerships. All the information supported the direction proposed by the Steering Committee and, by January 2008, the Steering Committee had submitted a finalized draft Vision and Mission, which the Board approved.

The UTS Vision and Mission adopted in January 2008, along with the Affiliation Agreement signed on June 30, 2006, formed the backbone of the *Building the Future* strategic plan. However, the months of research and community based consultations with alumni, parents, students and staff with respect to the different components of the plan provided the feedback and validation required for developing a truly meaningful long term strategic plan.

Having received community wide validation, the first full draft of the *Building the Future* strategic plan was completed in October 2008 and I am pleased to present to you the plan in its final form.



Building the Future is the product of our collective efforts as a community. It represents a shared vision for UTS at a high level and will serve as the foundation for us to build on into our next century. The Board is proud to authorize it for release. A business plan and action plan will follow in time for our Centennial year, 2009-2010, when we celebrate 100 years of achievements and begin to build the next century of success.

A handwritten signature in blue ink that reads 'Bob'.

Robert E. Lord '58
Chairman, Board of Directors
University of Toronto Schools



Principal's Message

UTS is the kind of school that makes you dream big. Its name and reputation, its one hundred-year history, and the achievements of its graduates all contribute to the feeling that this is an important place with important work to do. In its school identity, UTS is unique. It shares and will continue to share characteristics with established independent schools. Similarly, it has and will maintain its strong roots in public education in Ontario.

When the Affiliation Agreement with the University of Toronto (U of T) was signed, the Board of Directors took seriously the need to be purposeful about ensuring that the importance and reputation of UTS would endure and grow in its second hundred years. The Board set as its expectation that the school would have a strategic plan within two years, with an action and business plan to follow, that would secure the school's identity and chart a significant future course.

The Steering Committee of fifteen members met for fifteen months to wrestle to the ground a Vision and Mission worthy of the school. We had seventeen versions of the Vision and Mission, many of which were significantly different from the one we finally presented to the Board for approval in January 2008. The most common criticism of the previous versions was that they "made UTS sound just like any other school". With this Vision and Mission, we believe, and our consultations validate, that we have captured the spirit of the school. I am grateful to the Steering Committee for its hard work. You will find a listing of the members in Chapter 4.

I know that creating a robust Vision and Mission is more than a ticked box on the strategic planning checklist. Getting the wording right opened up many conversations with students, staff, alumni and parents which might never otherwise have taken place. Exploring possibilities opened up conversations with OISE/UT that needed to happen; they clarified for both OISE/UT and UTS what each could contribute to this important relationship. This process has helped us all to understand what is most important for UTS to flourish - an agreed-upon direction that has been vigorously debated and discussed in our community. Finally, the Vision and Mission will help us to clarify, when we approach donors and partners, which of our priorities are most relevant to their interests.

If you are already familiar with UTS, much of what you read here probably confirms what you already thought would be a good direction for the school. One of the remarkable things we found in all the consultations we did, which you will find on the timeline in Chapter 1, was the extraordinary level of congruence among all those who participated and among those who, in the past, had undertaken similar exercises for UTS. A wag might say we took a long time to learn what everyone already knew. That's probably a good thing. It points to a straight path for UTS about which our community feels little ambiguity. We

"This process has helped us all to understand what is most important for UTS to flourish."



“...to produce true citizens of the 21st century with the skills and knowledge to identify problems and opportunities, and the hearts, hands and minds to work on them.”

know what we should stand for. This plan helps us to articulate that and to be purposeful about ensuring we are who we wish to be.

Having committed to the path, there is much yet to do. Our Vision commits us to transformative education and the developing of social responsibility and global citizenry. How we accomplish that important work of transformative learning will be our focus for the next several years. We will be looking at the many wonderful facets of UTS life and the ways in which they can help us to produce true citizens of the 21st century with the skills and knowledge to identify problems and opportunities, and the hearts, hands and minds to work on them. Most of all, we will continue to ensure UTS is the place where young people truly come into their own, and leave it with the knowledge of how they can contribute to the world, having found the will to do so. As one UTS parent so succinctly put it, “University begins here.”

Michael M. Roberston
Principal
University of Toronto Schools



Executive Summary

The *Building the Future* planning process has validated and confirmed a strong sense of agreement about positive directions for UTS as it begins its second century of operations. This congruence is reflected in prior planning documents and is confirmed by a comprehensive consultation process. It is clear what our community feels must be preserved from the past and where our energies need to be focused in order to accomplish our Vision and Mission:

- Building the endowment to ensure financial accessibility for those students who qualify in a competitive entry process;
- Securing our place in a competitive market as the school of choice for highly-skilled teachers and high-achieving students who want a co-ed, urban experience;
- Providing a building capable of supporting our Vision and Mission.

The UTS Vision commits the school to building a world vision in its students. UTS will, therefore, investigate the concept of a **Global Ideas Institute** focused on understanding global culture and learning about fields of knowledge that have the power to help solve global problems.

The **UTS Diploma** will be redefined and revitalized. The school's program will meet and exceed provincial academic requirements while also developing good citizens and community members through interaction with our local community. The criteria for achieving this diploma will be clear, supported by our program, and drawn from our Vision and Mission. UTS will develop a communications strategy for communicating with potential applicants, post-secondary institutions and the public so that what is embodied in the UTS Diploma is understood and valued.

The Board of Directors and the administration of UTS are equally committed to assembling the human and financial resources to ensure that UTS has a home that reflects its proud tradition and which will support its legitimate future aspirations.

“It is clear what our community feels must be preserved in order to accomplish our Vision and Mission.”



Process

Steering Committee

A Strategic Planning Steering Committee was assembled in the Spring of 2007 with the mandate to guide and coordinate creation of a dynamic, long-term strategic plan that integrates input from the UTS community. Committee members were drawn from key UTS constituencies including Administration, Advancement, teaching staff, Board members, alumni, parents, the U of T community and students.

The Steering Committee began by researching and reviewing past strategic planning initiatives. It then created sub-planning teams focused on five key areas: Academic Program, Student Recruitment and Retention, Community and Outreach, Facilities and Finance, Physical and Plant. The teams performed research and outreach, participated in extensive consultations, and identified key challenges and opportunities to link to the UTS Vision and Mission.

Research and Review

During the past fifteen years, several significant planning initiatives produced documents that showed deep caring for UTS and a thorough understanding of the nature and importance of the school. Among those documents were:

- *Charting a New Course (2005)*
- *Aims and Objects: Strategic Plan Discussion Document 2002-2010*
- *UTS – Creating a Model School for the 21st Century (2001)*
- *The Perpetuation of Excellence – Report of the Task Force on the Future of UTS (1986)*

The first job of the Steering Committee was to research those documents. The members found much that was relevant to the current task and much of those earlier efforts can be found in the issues, goals, and plans detailed within this report.

Consultations

This period of research was followed by consultations with a broad cross-section of the UTS community and those who interact with the school. Consultations were organized for the most part around the broad themes of past success, current strengths and future opportunities. The timeline on the following pages shows the scheduling of these consultations over eighteen months. Employees, senior students, parents, Board members, alumni and colleagues at OISE/UT all had the opportunity to participate in and contribute to discussions about the future of UTS.

Discussions focused on a variety of key factors for UTS. The earlier consultations provided clear direction for the Vision and Mission statements, while the later consultations critiqued work in progress and provided inspiration for the final version of those two important pieces. When discussing the essence of UTS, the endurance of the school over one hundred years and the heritage of excellence that has always been associated with the name of the school were strong and recurring themes. While the same pride dominated in discussions of UTS in the present, there was also concern about how the school would continue to thrive. The ability of the school to remain accessible to students who had earned a place in it, regardless of their ability to pay the tuition, the need to raise fees, the reality of an increasingly competitive secondary school environment, the constraints of the Affiliation Agreement – all these local considerations were voiced against the backdrop of the changing global picture and the challenges and opportunities to which UTS must rise in order to maintain its reputation for excellence. All agreed that the key challenge for UTS would be to ensure its viability for the next one hundred years so that it could continue to be an engine of excellence both nationally and abroad.

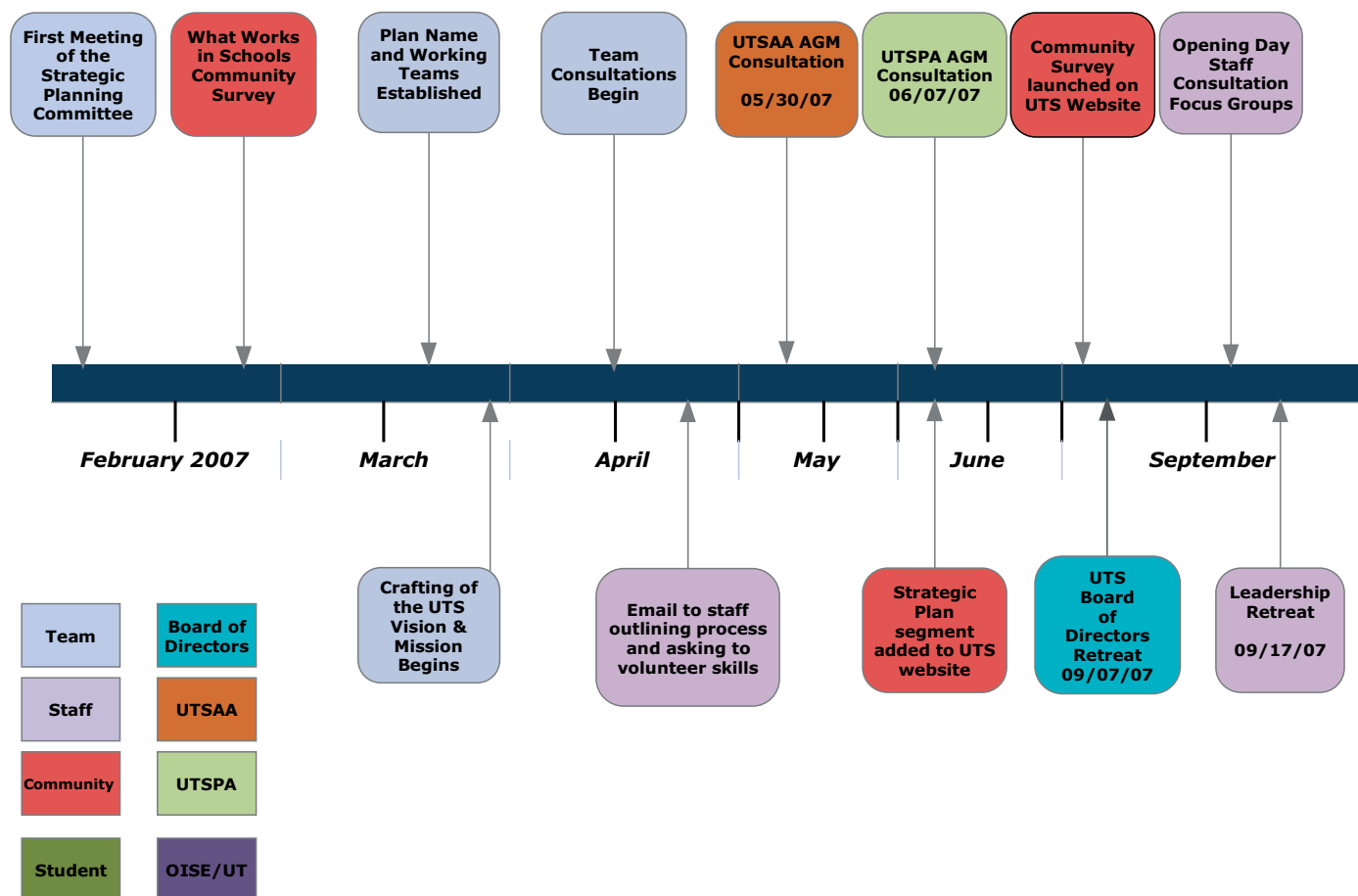
“...continue to be an engine of excellence both nationally and abroad...”

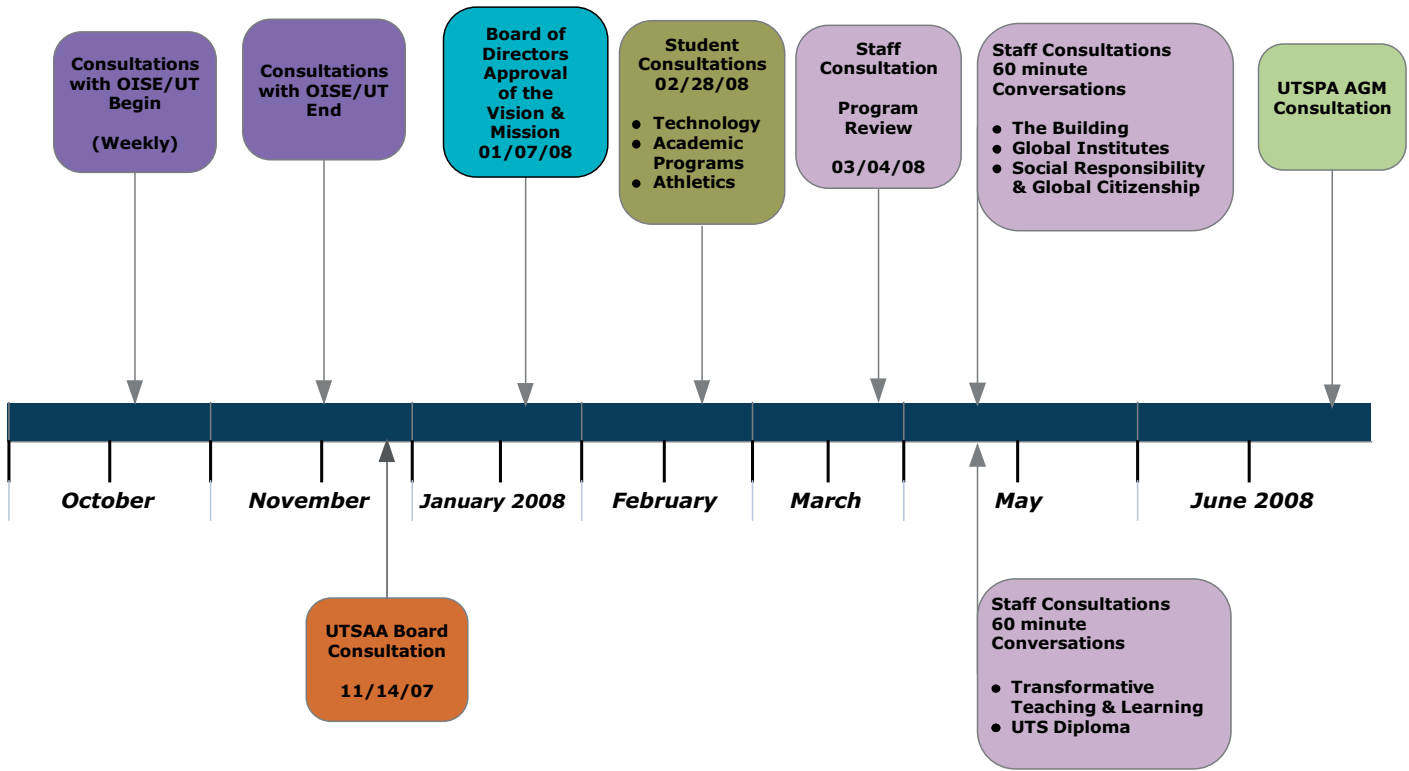
Consultation Outcomes

Input from the consultations was used for multiple revisions of the Vision and Mission statement which, we believe, captures the essence of what the UTS experience does and should offer. Key issues and goals emerged along with some ideas and options for building our future. Most importantly, the process of consultation created an opportunity for dialogue and debate with a broad cross-section of people who are interested in our future direction. We are committed to building on this foundation of vibrant, engaged and active participants in the life of UTS.



Strategic Plan Timeline





CHAPTER TWO

KEY AREAS

Strategic Issues

Key Directions

Planning Team Summaries

- *Community and Outreach*
- *Academic Program*
- *Student Recruitment and Retention*
- *Facilities and Finance*

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Strategic Issues

The Steering Committee heard four “must haves” during nearly every conversation about the future of UTS:

1. Maintain a Transformative Learning Environment

UTS students and alumni treasure their passage through the school. Their activities, their learning and their relationships with one another and their teachers combine to produce a powerful and transformative experience that many describe as a time they truly felt they came into their own. They acknowledge the power of this experience many years later, and attribute much of their success in life to the experience they had at UTS. One of our alumni said it best: “UTS was a turning point for me. I was so aware in later life that, when I graduated from the school, I knew who I was and what I wanted to do”.

To maintain this crucial element, UTS must focus on the following aspects:

- Providing a program which acknowledges the importance of a disciplined academic foundation and uses that to build an education for the knowledge age;
- Preserving the school’s breadth and depth of co-curricular offerings; making best efforts to ensure that athletic and arts offerings and facilities will continue to support the school’s successes in these areas;
- Continuing to attract and retain the teachers and students who will thrive in this environment;
- Purposeful pursuit of the outcomes that will ensure a transformative experience;
- Sustaining the joyousness that is so characteristic of the school today.

2. Retain Admission by Competition and Keep the School Accessible

Although the desirability of a legacy policy that would privilege children of alumni for admission was considered during the consultations, the overwhelming message from the community was that UTS must retain competitive entry and must be accessible to those students who win a place through such competition.

To maintain this crucial element, we must focus on the following aspects:

- Ensure the stability of UTS as a financially autonomous institution through prudent management and governance;
- UTS, through Advancement, must raise more bursary dollars to be managed by the UTS Foundation and the Foundation must, in turn, ensure the highest possible return on those funds;

“...when I graduated from the school, I knew who I was and what I wanted to do.”



- Using proven measures, UTS must ensure its testing instruments and processes result in the best choices for admission.

3. Understand and Learn to Thrive in a Competitive Educational Market

UTS competes with gifted programs in public and separate schools in the GTA. It also competes with schools offering such specialties as performing arts, graphic media and elite athlete streams. Independent and private schools, many with excellent programs, wonderful facilities and buildings and generous scholarships also attract a relatively small but significant portion of the students we would like to have at UTS.

In order to compete, UTS will need to ensure that it will be the school of choice for those families who are seeking an outstanding, co-ed school which admits by competition, regardless of the family's financial circumstances. Accomplishing this critical goal will require:

- Ensuring the school has a viable financial future which includes generous bursary assistance;
- Ensuring the reputation of the school is known and advanced by our families and alumni, who remain our most valuable strategic communicators;
- Continuing to learn from others about innovative and successful educational advances and research so that our students benefit;
- Recognizing and sharing the achievements of students, employees and alumni to reinforce UTS as an institution that educates those who are regarded as the top of their fields or those who are pioneering new enterprises.

“...our grand building, so beautiful in many respects, has been neglected over the years...”

4. Provide a Building for a 21st Century Education

One of the delightful characteristics about the UTS community is its relationship with the building itself. Memories of UTS years are so palpably linked to the physical structure that alumni have been known to touch the walls to connect to their memories, or walk to a certain place (the former location of the chair outside what used to be the office of the Principal is a favourite) to tell a story about their time at the school. But it is also true that our grand building, so beautiful in many respects, has been neglected over the years and that the physical space now has become an impediment and a constraint.

UTS currently licenses its building from the University of Toronto. Our building sits on one of the last underdeveloped sites on a campus already starved for space. Chapter 3 outlines some of the recent thinking we have done to ensure that UTS has a future home that will support the school's aspirations and make it the first choice of the students and teachers we wish to attract.



Key Directions

Fulfilling the Vision and Mission will require a commitment to the following:

- **Leadership** – UTS has enjoyed a justified reputation for producing visionary leaders in a variety of fields. Our commitment to developing leaders will be the following: “A UTS education will equip students to make sense of the world and build their capacity to have a positive impact upon it”.
- **Community** – During the consultations, we learned a great deal about the powerful connection so many parents and alumni feel to the school and we are committed to sustaining and nurturing that connection and sense of pride going forward.
- **Partnerships** - Our aspirations for UTS are ambitious. UTS recognizes that partnerships of mutual benefit offer wonderful opportunities for our students and employees and offer the school a chance to contribute in the wider community and to gain recognition for those aspects of a UTS education that are valued by the school community.
- **Advancement** – Recognizing the importance of generous bursary support to maintain competitive entry and the need to provide a suitable learning environment, UTS will commit to make every effort to raise the funds and build the connections that will allow it to flourish.
- **Social Responsibility** – UTS recognizes its responsibility to students, employees and families to sustain the primacy of equity, diversity and social justice.

*“...partnerships
of mutual benefit
offer wonderful
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employees...”*



Planning Team Summaries

Community and Outreach

Mandate and Scope

The Community and Outreach Planning Team looked at opportunities to strengthen the public purpose of UTS and its partnerships. Since its inception, UTS has operated on the University of Toronto campus, central to the core of Toronto's academic, business and cultural communities and downtown neighbourhoods. We have built and nurtured strong relationships with our vibrant community of students, staff, teachers, parents, alumni, neighbours and friends.

Going forward, UTS will build stronger and broader linkages with a wider range of communities and organizations, through local and global partnerships and programs.

A purposeful, integrated approach to academics and co-curriculars will provide extraordinary opportunities for students and teachers within and beyond the walls of UTS. A spirit of collaboration and partnership will leverage UTS' ability to:

- Lead and go beyond the provincial requirements in all aspects;
- Attract excellent students and teachers;
- Promote strong links between research and practice;
- Expand the size and scope of the UTS community.

Key Issues

- Integration of public purpose and outreach into a culture often focused on academically oriented achievement and enrichment;
- Organizational capacity to identify, prioritize, implement and sustain innovative projects and experiences.

Findings

- Strengthen UTS' ability to purposefully and deliberately integrate and supplement academic programming with enriched experiences outside the classroom that reflect and develop the values and interests of the UTS learning community;
- Identify and develop mutually beneficial relationships and partnerships to enhance UTS' reputation and ability as a leader that goes beyond provincial secondary school requirements in all aspects;
- Prepare UTS students to be respectful, ethical and active global citizens who impact and are impacted by the local, regional, national and international spheres in which they live;
- Increase opportunities for meaningful engagement and lifelong involvement in UTS by alumni, parents and friends.

“A purposeful, integrated approach to academics and co-curriculars will provide extraordinary opportunities for students and teachers...”

Academic Program

Mandate and Scope

The Academic Program Team focused on researching, consulting and fact finding with relevant stakeholders on program direction in support of the Vision and Mission. In his book *Five Minds for the Future*, educator Howard Gardner states, “One can not even begin to develop an educational system unless one has in mind the knowledge and skills that one values, and the kind of individuals one will hope will emerge at the end of the day”. In the process of *Building the Future*, UTS has begun to explore and define the key elements of its transformative learning environment and experience. This work has been and will continue to be an ongoing process, in which our teachers and academic partners will be highly engaged, as we challenge ourselves to build on our foundation of excellence and achievement in the complex world of the 21st century.

Key Issues

- Integrating the academic program with a developing school culture based on the future Vision and Mission;
- Ensuring the UTS course offerings continue to provide breadth and depth;
- Balancing academic, co-curricular, physical, social and emotional demands and experiences as students move through the Foundation (Grades 7 and 8), Middle (Grades 9 and 10) and Senior Years (Grades 11 and 12);
- Providing more opportunities to develop synthesis and creativity.

Findings

- Redefine the UTS Diploma requirements to reflect the unique, specific content, competencies and experiences of a UTS education;
- Develop a cross-curricular framework to integrate UTS’ academic program, school culture, community involvement and co-curricular activities;
- Identify and nurture the knowledge content, cognitive abilities, analytical capacities and respectful, ethical values UTS students will need today and in the future.

“... UTS has begun to explore and define the key elements of its transformative learning environment and experience...”



Student Enrolment

Mandate and Scope

The Student Enrolment Team focused on how UTS will attract, retain and educate students best suited to benefit from and contribute to a UTS education. We heard the same sentiment in just about every consultation about what makes UTS unique: “It’s about the kids ... about what happens when a community of high-achieving, dynamic and bright students are surrounded by one another and by skilled and committed teachers who support their development and education”. The current UTS admission process is robust and successful, selecting students from a large and competitive field of applicants through a combination of quantitative testing and qualitative interviews. The attrition rate is extremely low; 98% of the students who enrol in Grade 7 graduate from UTS. Our graduating classes are consistently successful in university acceptances, scholarships, athletics, the arts, and post-UTS personal and professional accomplishments.

As UTS commits to a renewed Vision and Mission for the organization and its students, the recruitment process must evolve to support a broader awareness of the school by a broader pool of potential applicants, a clear understanding of the admission criteria for mission-appropriate students, and an evaluation process that applies those criteria to select the students who will help to build the future.

Key Issues

- Rising tuition costs;
- Reaching and attracting the best possible students and staff who reflect the diversity and breadth of Toronto’s population;
- An increasingly strong applicant pool for Grade 9, with very few available spaces due to low attrition;
- Organizational capacity to support enhanced recruitment and admissions processes.

Findings

- Ensure financial accessibility for those students who qualify in a competitive entry process;
- Secure our place in a competitive market as the school of choice for highly-skilled teachers and high-achieving students who want a co-ed, urban experience;
- Develop a communications and recruitment strategy to encourage greater diversity, target a larger and broader pool of mission-appropriate student applicants, and increase awareness of UTS across the GTA;
- Continuously evaluate and adapt testing instruments and processes to ensure that the UTS selection process results in the best choices for admission of mission-appropriate students to the program.

Facilities and Finance

Mandate and Scope

The Facilities and Finance Team have been working for the past two years on their key projects. Stabilizing the school's financial health, establishing an Office of Advancement, planning for the Centennial celebrations, and securing and improving the existing building have been key priorities for the team.

Much has been accomplished. The school now has an excellent financial plan to ensure, that in 2010, UTS is fiscally autonomous. We have a five-year plan to accomplish improvements that will enhance the learning of our students and make UTS a more welcoming place for its employees. The school has undertaken a security and safety audit with the cooperation of Metro and Campus Police and has implemented all procedures. The Office of Advancement and UTS Foundation are now established, and an Advancement Committee of the Board of Directors has been formed. Planning for the UTS Centennial is well underway.

This team will continue its focus on the current state of finances and physical plant until a clear plan can be worked out with the University of Toronto about the building.

Key Issues

- Achieving fiscal autonomy while remaining accessible to the students we wish to attract;
- Budgeting and planning for improvements to the current building;
- Envisioning a site plan for 371 Bloor Street West that meets the needs of both UTS and the University of Toronto;
- Fundraising for the building and for our endowment.

Findings

- The remarkable attachment that our graduates feel for the current building indicates that the best solution for the future of UTS is to remain on the current site.

CHAPTER THREE

THE FUTURE OF UTS

Vision and Mission
The Building Blocks

- *UTS Diploma*
- *Global Institute*
- *Facilities for the Future*

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UTS Vision and Mission

Vision Statement

UTS is a transformative learning community focused on intellectual growth and individual development. We build on a tradition of academic distinction and leadership to develop socially responsible, global citizens.

Mission Statement

We admit students on the basis of academic and overall performance and we are committed to making financial accessibility a reality for all UTS students.

We provide our students with an excellent academic experience that is rich, challenging and full of opportunities to reach beyond the requirements of the provincial diploma.

We inspire our students to challenge themselves as learners, communicators, creative artists and athletes, and to pursue their goals with confidence and integrity.

We provide a dynamic and respectful culture in which students take on significant responsibility for the decision-making, planning and leading of both student affairs and initiatives in the wider community.

We demonstrate leadership as a school through exemplary teaching practices, innovative curriculum and good governance.

We develop and nurture strong relationships with our community and strategic partners to fulfill our objectives.



The UTS Diploma

Many reading this plan will know that the UTS Diploma is not a new idea. Every graduate from UTS receives a special diploma which is given in recognition of the graduate's success in meeting particular requirements beyond the demands of the provincial diploma, most of them academic. The historical purpose of the Diploma was two-fold – it confirmed the place of UTS in the University of Toronto family, and it documented the rigour of the program, which was defined by a series of, at that time, forward-looking requirements.

“...the UTS Diploma will be expanded to include requirements that ensure true preparedness for the world...”

With the school's new Vision and Mission, UTS is rededicating itself to being educationally forward-looking and such a rededication will involve paying attention to new global competencies that are emerging as the economic and demographic trends of our world have a more pronounced impact on everyday life. Together with the Global Ideas Institute, the criteria for the UTS Diploma will be expanded to include requirements that ensure true preparedness for the world in which UTS graduates will continue to study and work.

The competencies that will be celebrated and recognized by the UTS Diploma will include:

- Core subject knowledge;
- Knowledge of the world, including global trends and issues, and the development of cultural intelligence that will enable communication and work with those of other cultures;
- Civic values, which will encourage our graduates to be respectful and ethical global citizens;
- Personal management and experience working in a productive team environment;
- Engagement in and contribution to the life of the school;
- A demonstration of the student's ability to engage with a problem or issue in such a way as to show evidence of synthesis and creativity.

UTS students will be able to fulfill all of the Diploma's requirements through offerings already in our program. Many of the activities that our students engage in outside of the school will also contribute to the completion of the Diploma's criteria. In addition, all students will continue to receive the Ontario Provincial Diploma, which is a university entrance credential.

A communications plan will be established as part of the design of the UTS Diploma's criteria. This plan will provide the strategic direction for ensuring the Diploma is a valued credential, known to potential applicants, post-secondary institutions and the public, private and non-profit sectors.



The Global Ideas Institute

The purpose of the Global Ideas Institute is the cultivation of mindfulness of issues that have an impact on the way each of us lives in the world. Its mandate is to offer the knowledge and skills that our students need to be successful contributors to their world. The Institute will be structured within UTS as a small school with a global focus. It will function year-round under the direction of a Director.

During the school year, the Institute will provide many students with what they will need to complete the requirements of the UTS Diploma. For example, it will oversee the work of the S6 (Grade 12) students who choose to mentor younger students as they work on their Diploma portfolios. Typical projects for the Institute would include connecting our classrooms electronically with classrooms of students in other countries, facilitating common projects between our students and their international peers, and attracting speakers on global issues and trends to UTS. Individual exchange opportunities will be vetted and publicized through the Institute, in cooperation with Student Services.

During the summer, the Institute will be open to accommodate high-achieving, Grade 11 students from Toronto who are seeking a challenging three-week experience in fields of knowledge which are not covered by the provincial curriculum. Entry will be by competition. In general terms, these fields of knowledge would encompass issues falling under the categories of Health and Environment, Science and Technology, Peace and Conflict, Innovation and Social Entrepreneurship, and Digital Media and the Arts. In a three-week program, using UTS as a base, students will experience an introduction to new information that will open up the world for them and allow them to apply already mastered skills in a brand new context. They will work under the supervision of teachers and helpers, and will be taught by experts in their respective fields. Up to six courses with fifteen students will be offered in the three-week period, depending on availability of experts and student interest. These courses are offered for intellectual and social development rather than for credit toward the provincial diploma. The goal is to offer a life-altering experience in which students learn first-hand that human goals and human values are equally at play in the resolution of issues or in the development of new understandings.

The summer offerings will have a positive impact on UTS' core subject offerings and programming during the regular school year. Alumni and staff will have the opportunity to work for the Institute during the summer, thereby extending their own personal and professional development.

Partnerships with the University and other organizations with an interest in these issues will help make the program desirable and accessible for any student who qualifies for admission. UTS would fund the year-round program and look to foundations and corporations for support for the summer program.



Facilities for the Future

Now nearly 100 years old and in need of thorough renovation, the UTS building on the 371 Bloor Street West site has been the focus of a year-long consultation with OISE/UT and U of T, at the end of which it was apparent that a major consolidation of OISE/UT and UTS was not feasible on the 371 site. In August 2008, the University informed UTS that it had no plans at present to redevelop the site, paving the way for UTS to make a proposal to the University for the redevelopment of the 371 site. The requirements of such a proposal are defined in the Affiliation Agreement. A building committee formed by UTS is now working on the elements of this proposal. Once submitted, a proposal for the site will be considered by the University in the context of its own needs as well as those of UTS.

In the past 25 years we have seen the complete transformation of many of our major social institutions – hospitals, financial institutions, media, religious organizations, the military – to name a few. Such transformations have been driven, in part, through efficiencies and in part through what technology has made possible. Our major educational institutions, with the exception of a few victory gardens, seem to have remained immune to these remarkable changes so noticeable in other sectors. This is an opportunity for UTS. For a century, alumni have been proud of the school's reputation for excellence and the quality of the education they received. We can do no less for the next century of alumni.

As we think through the needs of UTS students, as well as the issues and building blocks of this plan, we have an excellent opportunity to concentrate on what elements of community, learning, and teacher and student activity the building must support, and in what ways a renovated UTS will interact with and meet the needs of the other partners on the 371 site and with the world. This is a wonderful opportunity for us to consider what it means to be a thoroughly urban school in a thoroughly multicultural city and to educate for that.

We must be able to define an education for the 21st century and to deliver it better than anyone else. We need a building that will support such a goal.



CHAPTER FOUR

SUPPORTING MATERIALS

Authorizations
Planning Teams
Supporting Documents and
Information Sources

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Authorizations

As Chairman of the UTS Board of Directors, I am pleased to present the UTS Strategic Plan, *Building the Future*. This document has been developed through a consultative process which included communication with the Board at every stage. The Board has unanimously approved the direction and has instructed the Principal and her team to develop the action plans necessary to realize the initiatives described in the document.

A handwritten signature in cursive that reads "Bob".

Robert E. Lord '58
Chairman, Board of Directors
University of Toronto Schools

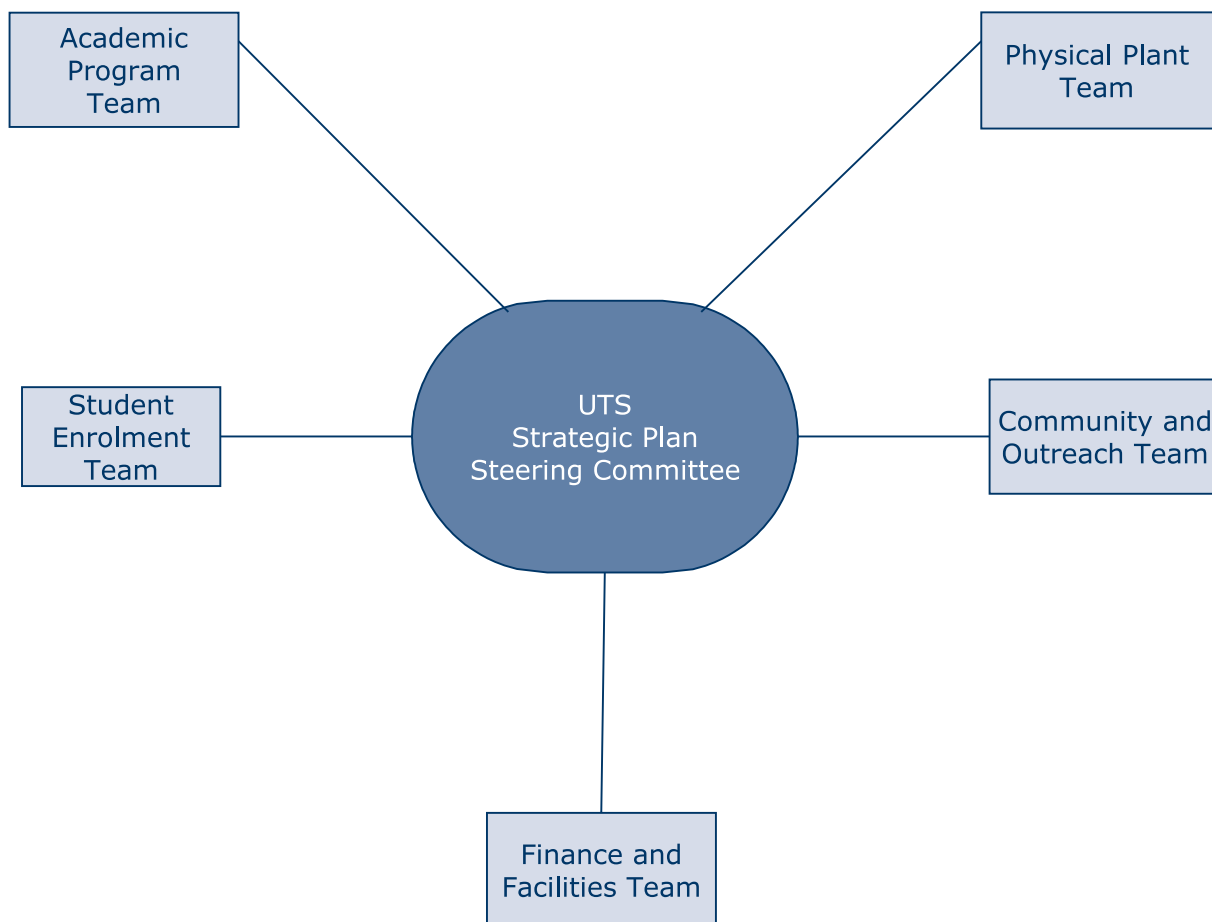
As Principal of UTS, I am pleased to join Bob Lord in presenting this document, *Building the Future*, to the UTS community. The Strategic Planning Steering Committee devoted eighteen months to consultations and discussions, the results of which are reflected here. If I may speak on behalf of the Committee, it is our hope that the community will find this plan for the future of UTS worthy of its achievements and reputation.

A handwritten signature in cursive that reads "Michael M. Robertson".

Michael M. Robertson
Principal
University of Toronto Schools



Planning Teams





Planning Teams

Strategic Plan Steering Committee

Michael Robertson (Chair)	Don Borthwick '54
Dorothy Davis	Cathy Mallove
Philip Marsh	David Saffran
Rick Parsons	Sujit Choudhry '88
Claudia Miatello	Bernie McGarva '72
Lily McGregor	Gen Ling Chang
Sabina Pampor	Makeda Daley

Academic Program Team

Philip Marsh (Co-Chair)	Garry Kollins
Gen Ling Chang (Co-Chair)	Maureen McCarthy
Michael Robertson	James Campbell
Christopher Federico '91	Krista Winston
Amy Paradine	Claude Guillemot
Susie Choi	Serguei Ianine

Facilities and Finance Team

Claudia Miatello (**Co-Chair**)
Bernie McGarva '72 (**Co-Chair**)
Don Borthwick '54
Martha Drake
Sabina Pampor

Community and Outreach Team

Cathy Mallove (Co-Chair)	Meg O'Mahony
Martha Drake (Co-Chair, 2007)	Christine Haladay
Lily McGregor (Co-Chair, 2006)	Adele Madonia '03
Makeda Daley	Caroline Kolch
Rebecca Levere	Janice Sirna

Physical Plant Team

Rick Parsons (Chair)	Richard Cook
Sabina Pampor	Jeff Kennedy
Garth Chalmers	Meg O'Mahony
Janet Williamson	

Student Enrolment Team

Dorothy Davis (Chair)	Don Borthwick '54
Sujit Choudhry '88	Meg Lloyd-Jones
Garth Chalmers	Luke Stark '02



Supporting Documents and Information Sources

Text

1. Gardner, Howard. *Five Minds for the Future*. United States of America: Harvard Business School Press, 2007.

UTS Archives

2. Warden, W.G. et al. *The Perpetuation of Excellence* (1986)
3. Fleming, Al et al. *Report of the Task Force on the Future of UTS* (1993)
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5. *Strategic Plan Discussion Document 2002-2010*
6. Brooke-Smith, Dr. Robin. *UTS – Creating a Model School for the 21st Century* (2001)
7. *Charting a New Course* (2005)

Community Consultations

8. “What Works in Schools” Survey Consultation Reports (February 2007)
9. UTS Alumni Association Annual General Meeting Consultation (May 2007)
10. UTS Parents’ Association Annual General Meeting Consultation (June 2007)
11. UTS Staff Consultation (October 2007)
12. UTS Board of Directors Consultation (October 2007)
13. UTS Alumni Association Board Consultation (November 2007)
14. UTS Leadership Consultation (October 2007)
15. UTS-OISE/UT Consultations Report (December 2007)
16. Teaching Staff Consultation on Program Review (February 2008)
17. Student Consultations (February 2008)
18. Teaching Staff Consultation on Program Review (March 2008)
19. Staff Consultation Sessions – 5 Parts (May 2008)

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1. Eyre, Deborah and Hilary Lowe, ed. *Curriculum Provision for the Gifted and Talented in the Secondary School*. Great Britain: David Fulton Publishers, 2002.
2. Darling-Hammond, Linda. *Redesigning High Schools: What Matters and What Works*. United States of America: School Redesign Network, Stanford University, 2002.
3. Drake, Susan M. and Rebecca C. Burns. *Meeting Standards Through Integrated Curriculum*. United States of America: Association for Supervision and Curriculum Development, 2004.
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