EDUCATION IS CHANGING.

We live amidst a fundamental reordering of how we think about school: from the centuries-old belief that content knowledge is its central currency, to the nascent understanding that what you know matters less than who you are, and what you are uniquely capable of impacting.

Across the country, communities and schools are beginning to test this shift in myriad ways. But overall, educators, parents and community leaders are still in search of a well-lighted path that can illuminate what the future of education will actually need to look like -- and require.

A way forward has already been envisioned: the Mount Vernon Continuum. More than perhaps any other school, Mount Vernon understands what the chemistry of a great school requires:

- A clear and compelling organizational mission.
- Cultural norms that invite people to step outside of their comfort zone.
- People-centered design principles that guide teaching and learning.
- And six timeless, significant habits of mind.

To continue to set the conditions for learners to excel in college, career, and citizenship, there is still much work to be done. As a school of inquiry, innovation, and impact, we see three key essential questions -- design drivers -- guiding our future work.

MVˣ DESIGN DRIVERS

HOW MIGHT WE MAKE SCHOOL MORE REFLECTIVE OF REAL LIFE?
We choose to engage and explore all scales of community. We welcome the chance to live at the edges where disciplines mingle in search of maximum impact. We want our school to be a destination for anyone who wishes to design a better world. We want our school to create intermingling rivers of connection between people, ideas, and sectors. We want our school to embody a new notion of what "school" is and does.

HOW MIGHT WE EMPOWER ALL LEARNERS TO BE SEEKERS AND EXPLORERS?
We choose to wander and to wonder. We seek to create a learning environment that invites all people to follow the sparks of motivation, interest and curiosity as far as they can take them. We seek to provide paths of faith and curiosity. We seek to nurture experiences of deep purpose and joyful play. We seek to model living, learning mindsets that constantly adapt and expand.

HOW MIGHT WE INSPIRE ONE ANOTHER -- AND THE LARGER WORLD -- THROUGH THE WORK WE UNDERTAKE TOGETHER?
We choose to make our thinking visible and actionable. We envision learning in which children are seen and heard. We envision transparency in the learning journey -- process, product, and progress. We welcome the chance to wrestle with voices and perspectives that challenge our assumptions. We envision learning in which our trust for each other strengthens our sense of individual freedom, autonomy, and interdependence.

We choose to graduate learners and leaders who are "impact-ready."

We choose to experiment with extraordinary ideas that might one day become the norm. We will not just build a roadmap for future generations of MVPS students and families; Mount Vernon will continue to carve a path for the future of learning itself.

MVˣ STRATEGIC CENTER

As a school of inquiry, innovation, and impact, the three essential design questions of MVˣ reflect three core priorities:

LEARNER. In a complex world of exponential change, the most important thing is to be a learner. Anyone and everyone at or associated with MV is a learner. To continually develop the knowledge, skills, and dispositions to actively design a better world, one must learn to thrive in any context. This requires engaging with a diverse network and participating on a variety of project teams -- giving/receiving feedback, reflecting on one's learning, and revealing next steps along the journey.

DIVERSE NETWORK. A diverse network creates and cultivates connections between people, ideas, and sectors. Developing meaningful relationships catalyzes local and global partnerships within the education community, corporate sector, non-profit community, and civic environment. These experiences are not limited to time or place. Wandering beyond the walls of the School (in-person, virtual, or blended) mobilizes a more relevant, contextualized opportunity to collaborate and contribute with peers and experts. Ultimately, as an active participant in the ownership of learning, it allows the learner to follow sparks of motivation, interest, and curiosity.

RESEARCH, DESIGN, & ITERATION. A learning organization is a dynamic environment, actively seeking ways to grow and better itself and the world. In order to meet the needs of this generation, we must remain agile to new ideas. As producers of research and design, we are committed to tweaking certain systems and methodologies, adopting new approaches, and/or thinking differently as if our industry no longer existed. MV values being research-informed in successful instructional practice and emerging innovative models. We value people-centered design principles that guide teaching and learning. Central to achieving this, robust partnerships within a diverse network are imperative. We grow, fail, and progress together.

MVˣ Strategic Center

MVˣ FRAMEWORK

As Mount Vernon explores and engages with our three design drivers and core priorities, we enact our School's continued transformation through a strategic framework of interconnected parts. The MVˣ Framework ensures that we take action on our mission and vision with a systems approach, recognizing the connections among eight areas of focus.

CURRICULAˣ
From Latin, "the tracks of life." These are the systemic programs and pathways for developing deep knowledge, skills, and mindsets.

Design, reshape, and advance programs of study and routes of learning that
- Extend beyond traditional and discrete disciplines, prioritizing interdisciplinary and transdisciplinary organizations of the curricula to personalize and contextualize learning.
- Reflect robust, foundational knowledge, developmentally appropriate for diverse learners.
- Deepen the skills and dispositions of learners through the Mount Vernon Mind, strengthening one's sense of self and interdependence.
- Respond to a changing world where learners are able to experience, engage, and impact all scales of community in authentic, real world contexts and/or settings.

INSTRUCTIONˣ
The methods and practices for facilitating learning. For children - Pedagogy.

Emphasize instructional designs focused on inquiry-based learning (e.g., design thinking, project-based learning, project approach, visible thinking routines) that
- Adapt to curiosities and passions of learners.
- Optimize full engagement, deep learning, and high contributions of learners.
- Draw on research in neuroscience and human development.
- Strengthen local and global networks through a myriad of experts in diverse industries and environments.

ASSESSMENTˣ
The means and methods for knowing what someone is learning. At a macro level, the tools and systems for knowing how an organization is learning.

Discern, map, and inform a vigorous learning journey by
- Assessing knowledge, skills, and dispositions of learners relative to real world demands and expectations (assessment of and for learning).
- Capitalizing on feedback from a network of multiple sources, collaborators, and mentors.
- Measuring attitudes, perceptions, and beliefs of learners about their work, the School environment, and their participation and/or contribution within community (assessment as learning).
- Documenting demonstrations of learning and progressions toward mastery through a learning and assessment dashboard.
- Revealing next steps to catalyze future learning.

LEARNING ENVIRONMENTˣ
The time constructs, physical spaces and virtual spaces in which learning occurs.

Design and redesign time and space, rooted in meaningful relationships and partnerships, that
- Expand learning beyond the walls of the School, connecting and partnering with a variety of communities and settings for authentic exploration, experimentation, and impact.
- Leverage co-created formats, systems, and structures congruent to interdisciplinary and transdisciplinary modes of learning.
- Ensure new and renovated learning spaces are flexible, interactive, and reflective of research in neuroscience and human development.
- Access emerging technology as an interactive tool to collaborate, construct, and/or contextualize learning.

MVˣ Framework

PROFESSIONAL LEARNING^X

The systems approaches, methods, and moments for helping a faculty grow and develop as professionals.

Nurture and advance a dynamic professional learning community that
- Builds and refines robust knowledge, skills, and dispositions through teams collaborating on interdisciplinary and transdisciplinary experiences.
- Networks in diverse industries and learning environments to gain deeper understandings of real world demands and expectations.
- Strengthens the application of inquiry-based models and development of assessments embedded in learning experiences.
- Responds to the social, emotional, and cognitive development of learners through neuroscience research and utilization of strength-based tools.
- Values reflective practice and active exploration of personal and professional curiosities and passions.

LEADERSHIP^X

The people and structures dedicated to ensuring that an organization's mission and vision are being achieved.

Generate and iterate the conditions and systems to ensure the achievement of mission and vision through
- Expanding the network of experts supporting, challenging, and evaluating interdisciplinary and transdisciplinary work in real world contexts and/or settings.
- Evaluating and clarifying team structures and leader profiles -- diversifying roles and responsibilities of learning agents -- within each and across multiple developmental stages.
- Creating and implementing methods to assist learners in understanding their own progress, growth, and development.
- Advancing the retention and attraction of high-performing people reflective of the Mount Vernon Continuum.

STORYTELLING^X

Compelling one to amplify, apply to, invest in, volunteer for, partner with, and/or connect with Mount Vernon.

Amplify and deepen mission, vision, and community by
- Empowering many voices to curate and share authentic reflections of learning and impact.
- Cultivating relationships and crafting dynamic experiences for networked learners to transform the world.
- Personalizing the story to diverse audiences to compel their engagement as learners, partners, and investors.
- Measuring attitudes, perceptions, and beliefs to strengthen brand strategy and significance.

FUNDING IMPLICATIONS^X

Allocation of funding for anticipated expenses supporting curricula, professional learning, etc.

Research and establish new and emerging business models that
- Identify and capitalize on new revenue streams and cost stewardship measures.
- Deepen and expand partner networks and volunteer opportunities.
- Invest in professional learning partnerships and action research to build capacity for impact.
- Reimagine personnel, teaming, and compensation frameworks.
- Provide for expanding travel, transportation, connectivity, and access to mobile and remote learning.

MV^x Framework

WHAT MATTERS HERE

While we have an ambitious, bold vision to be the best in the world at developing and delivering a 21st century learning experience, ultimately, "What matters here?"

We vary routes. The future demands it. In a world of turbulent change, we are focused on the future. We invest in setting the conditions for this generation of students -- their future, not our past. Learning yearns for it. Learning is not one-dimensional. There is not one perfect fit, not an exact formula. Learning is not confined to a specific time and place. Learning is jagged. At the end of the day, our mission requires it. It is our true north, our non-negotiable imperative to be "a school of inquiry, innovation, and impact."

We challenge assumptions. We invite people to step outside of their comfort zones. Avoiding physical, psychological, and strategic traps, it requires us to think critically rather than just being critical; to have a bias towards action; to unpack our own views; and ultimately, to steward the values of the mission. It keeps us thriving. It drives progress.

We wonder and wander. Seeking meaningful opportunities, we explore all scales of community. We follow sparks of motivation, interest, and curiosity. There are no defined limits, no barriers to entry. Equal permission to seek and explore prioritizes deep purpose and joyful play. It strengthens our sense of individual freedom, autonomy, and interdependence.

We ship ideas. We research. We go for volume. We take calculated risks. We are responsive. Shipping a perfectly packaged product is not the goal. Pioneering tomorrow can be messy. Iterating can be frustrating. However, "You achieve so much more by putting yourself out there and seeing what happens than you ever could by letting fear keep you from trying in the first place" (Jay Middleton, MV's 2016-2017 Head Prefect).

We blur lines. School life and real life should be synonymous. We create and cultivate connections between people, ideas, and sectors. We live at the edges where disciplines mingle in search of maximum impact. We want our community to embody a new notion of what school is and does. We do not want to build a school around the average.

We design the future. Instead of trying to predict, we can design it. We can disrupt it by putting learners first. Made for more, we have the ability to impact our world. We can make better possible. Inspiring one another through the work we undertake together, we seek to design a better world, searching for maximum impact.

We are grounded. May we walk in a manner worthy of the call we have been entrusted, grounded in love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. Nurturing these Christian values through service and community, we ask questions and share stories. Relationships are foundational. Relationships leverage transformation. Relationships ground us.