The core educational task of our time is to evolve the institutions and practices that assist the learning process.

—Theodore Sizer

The TREK convenes and supports school communities in designing a forensic change process that builds on deeply-held local values and employs proven learning methods and abundant research. Its singular goal is to help to create a welcoming, borderless, and generative school environment that departs from the 19th century industrial model to more successfully address the intellectual, social and cultural mission of 21st Century public education.

TREK activities are designed to conform to and support implementation of the ERC Re-Design Spiral and to equip school and community teams with the knowledge, skills, and tools to:

- build enduring capacity for school redesign and renewal
- understand, establish, facilitate and manage the necessary conditions
- promote reflection, critical friendship and collaborative inquiry
- pursue robust, on-going public engagement
- create systems to nurture and sustain the initiative

TREK can be pursued in many forms, but typically begins with a roughly one-year process that includes study, retreats, research, data gathering and analysis, commentary, design innovation, scenario development, networking, consensus-building, and on-going public dialogue. Once into the expected implementation and beta testing phases, TREK evolves naturally into continuing discussions, self-evaluation, school quality review, further networking and mid-course corrections.

Membership on a TREK team should include parents, educators, school district administrators and governance, community organization and business leaders, students, and other committed citizens.

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