

LEARNING

ENVIRONNEMENTS



Can the traditional
librarian or any
teacher provide the
learning commons
or is there some
capacity building
required?

Creating learning
spaces for
Aboriginal students
in mind.

Hallways as
learning
commons.

Being flexible to
create unique
learning environments
be more
g.

Flexibility for
teachers AND
students for
learning required
time (different
of day)

Education for All

Education for all begins by embedding knowledge, strategies and practices used for students with special needs into the classroom as a whole:

- teaching to strengths and interests
- differentiating instruction and curriculum
- identifying individual needs and learning styles
- Celebrating, acknowledging and addressing diversity

Special Education works inside this model (one education system not two)
– providing specialized service for those students who need specific interventions beyond the above to access an educational program.

Designing Systems for Student Success

Intensive Individual
Structures/Strategies

1 - 5%

1 - 5%

Intensive Individual
Structures/Strategies

Targeted Group
Structures/Strategies

5 - 15%

5 - 15%

Targeted Group
Structures/Strategies

Universal Structures/
Strategies

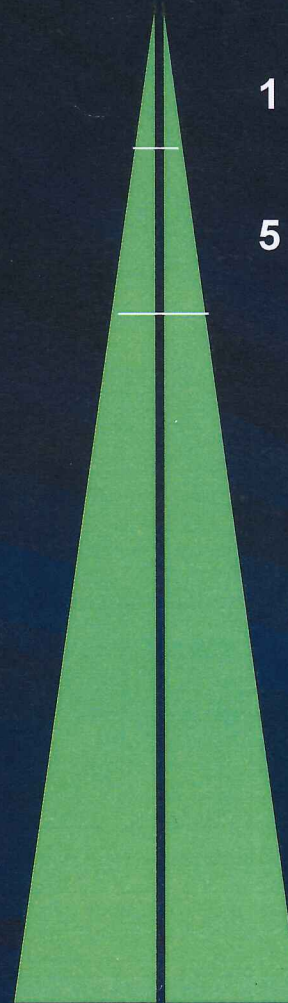
80 - 90%

80 - 90%

Universal
Structures/Strategies

Academic

Social/behavioral



Diversity is the new norm

We must:

acknowledge it

accept it

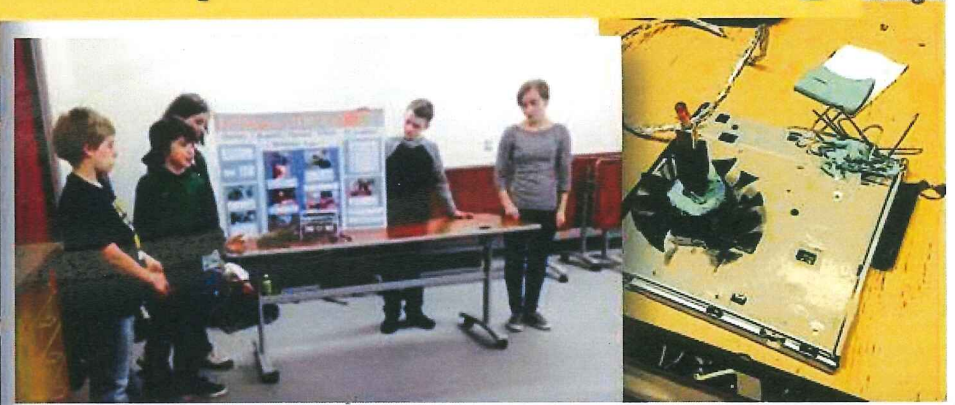
understand it

plan for it

teach to it

celebrate it

Makerspace Learning



Western Toad

by grades 1 & 2

Western Toads rely on the seasonal ponds, mixed grassland, and forest found at Sunshine Bay Regional Park. They have gold flecked eyes and they can range in colour from red to light green. They often have a light stripe down their back and tend to walk rather than hop.

WHERE DO THEY LIVE?

The seasonal ponds are important breeding sites for Western Toads. Between April and July, females lay strings of up to 12,000 jelly-clad eggs. After breeding, adult toads move away from water to forage for insects and invertebrates in the grass and trees. They shelter under logs, or live in unused burrows and in rock crevices. In winter, they hibernate far from the pond in burrows.

HOW YOU CAN HELP

Western toads rely on the pond, the grassland and the trees. They need us to leave their habitat undisturbed during all seasons of the year.

Illustrations proudly created by the students at Redfish Elementary School. Project partially funded by an Artists in the Classroom grant and donations raised by Redfish PAC. **artstarts**

Great Blue Heron

by grades 4 & 5

Great Blue Herons can often be seen here. They nest in the trees, and fish or forage around the ponds and shoreline. You can hear their guttural call of "frank" or the snapping of their beaks. The Great Blue Heron stands as tall as most grade 3 students! In flight, the Great Blue Heron curls its neck back against its body.

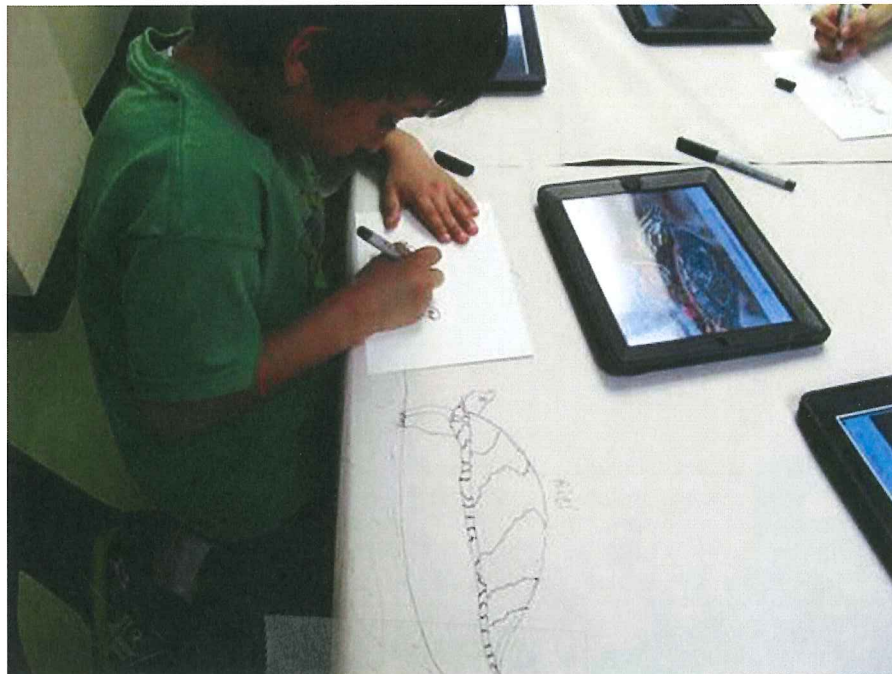
WHERE DO THEY LIVE?

Hérons nest in rookeries in older cottonwood trees near the lake. Their untidy nests are used year after year. In April and May, they lay 3 to 5 eggs. Great Blue Herons feed on small fish, crayfish, frogs, tadpoles, salamanders, snakes and large insects. They sometimes catch mice or voles in the grasslands.

HOW YOU CAN HELP

Nesting habitat is rare along Kootenay Lake. Cottonwood trees are vital for nesting herons. When herons are bothered by activity, they may abandon their nests. Leaving the herons undisturbed during nesting is important for their future.

Illustrations proudly created by the students at Redfish Elementary School. Project partially funded by an Artists in the Classroom grant and donations raised by Redfish PAC. **artstarts**



NELSON STAR



Trafalgar fundraises for outdoor classroom



By Nelson Star

Published: **June 24, 2015 09:00 AM**

Updated: **June 23, 2015 03:33 PM**

Students of the Trafalgar Middle School doubled their money last week. Scotia Bank matched the funds raised at an event recently that included a silent auction and band concert. The \$2960 (\$860 from the silent auction and \$2100 in food sales) was matched by the bank.

Parent advisory co-chair Andrew Jones said bank employees also volunteered at the event flipping burgers. The funds will be put toward the creation of a permanent outdoor classroom for the Grade 4,5, and 6's. The vision is to have outside tables partially covered to give teachers and students protection from the elements.

"It's something we can do as PAC," Jones said. He said when the days get hot it's a challenge for the teachers and students to concentrate, especially on the third floor.

Find this article at:

<http://www.nelsonstar.com/community/309383341.html>

H O M E L I N K S

School District #8 Kootenay Lake

“We focus on excellence for all learners in a nurturing environment”

Parent Handbook

for the 2015-16 school year



The five elements of BC Education plan

From the Ministry of Education:

BC's Ed Plan is based upon a simple principle: every learner will realize their full potential and contribute to the well-being of our province.

To move our education system from good to great, the Plan has five key elements:

1. **Personalized learning for every student**
2. **Quality teaching and learning**
3. **Flexibility and choice**
4. **High standards**
5. **Learning empowered by technology**

Visit www.bcedplan.ca for complete details.



School District #8 Board of education student expectations:

1. Academic Success
2. Creativity and Imagination
3. Citizenship
4. Resiliency

Visit www.sd8.bc.ca for more details.

What To Expect from the Homelinks Program:

- A **Collaboratively** planned student learning plan (SLP) connecting to BC's Education plan
- Access to resources
- A **personalized** program for your child's learning needs
- **Unique** learning needs to be assessed and determine support that the student learning funds (SLF) can be used for (ie tutoring to support continuous learning)
- **Flexibility** of the program for travel, learning passions etc.
- **Ongoing communication**/conferences
- To incorporate learning into an interdisciplinary approach

Families Roles

Expect to:

- Spend a significant portion of your time working with your child establishing an educational routine
- Bring in evidence of ongoing learning
- Submit a portfolio 3 times a year to be assessed by a BC certified teacher using approved ministry of education programs and standards (differences allowed for grade 10-12 programs)
- Planned activities October to May will cover many learning outcomes
- Contribute to conversations pertaining to activities, events for your classroom. Final decisions rests with the liaison teacher and their professional judgment.
- Complete activation assignments by September 20th (no later than the 30th) demonstrating commitment to the program. This calculates budgets and staffing.

Also look for:

- Yearly school calendar with holidays and closure days
- Weekly site based newsletters of upcoming activities
- Parent workshops around strategies for teaching and learning, making work interdisciplinary
-



Other noteworthy information:

Expect:

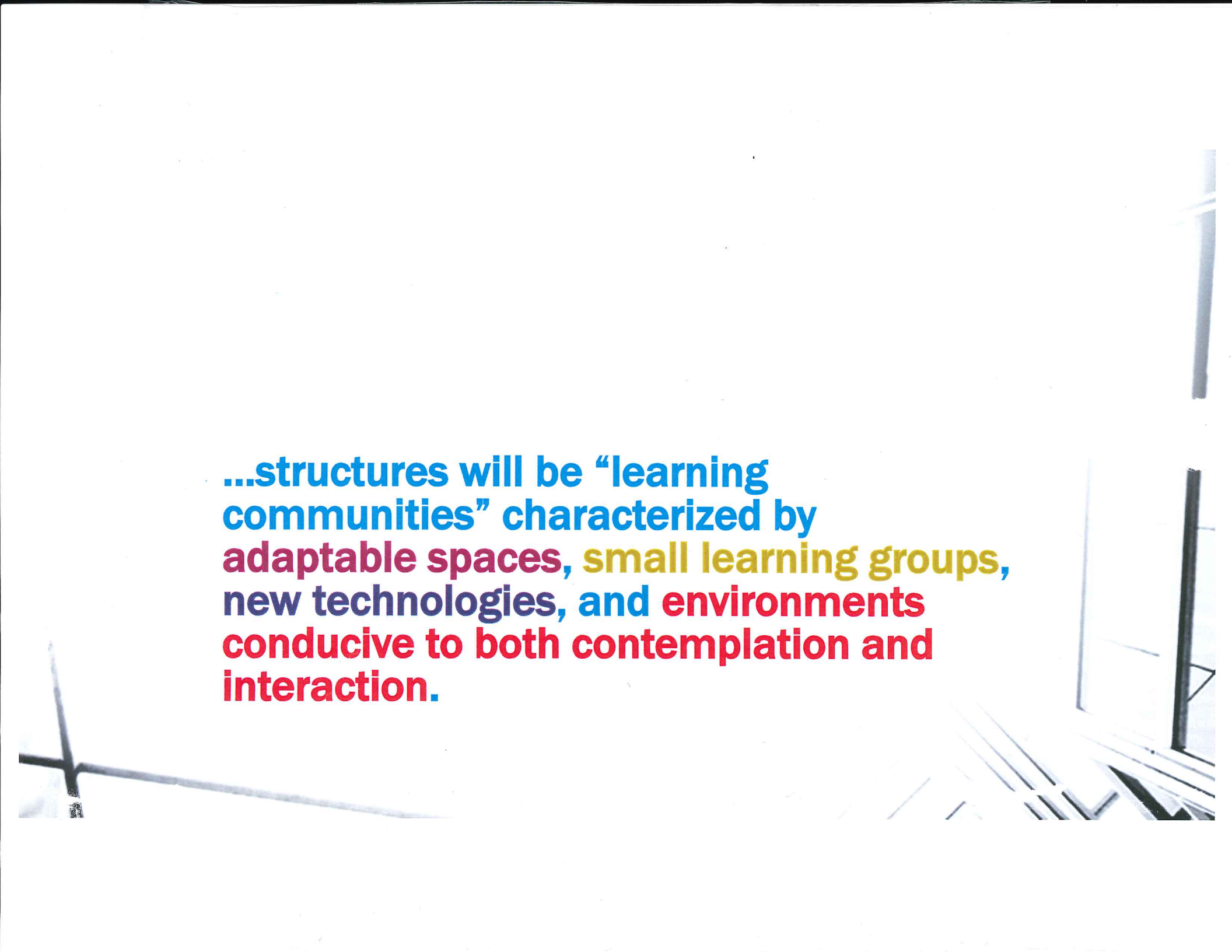
- Unique learning needs to be assessed and determine support that the student learning funds (SLF) can be used for (ie tutoring to support continuous learning)
- Forms (yes we need these too) from your liaison teacher for requested materials, third party providers.
- Teachers to be available to make appointments during campus hours. Regular contact with your liaison teacher through email, face to face, and phone conversations
- Join a passionate community oriented group of people as home learners



Expect an amazing learning journey with your child.

Creston Homelinks
250 428 2217

Bruce Cookson, Principal
Judy Gadicke, Vice-Principal

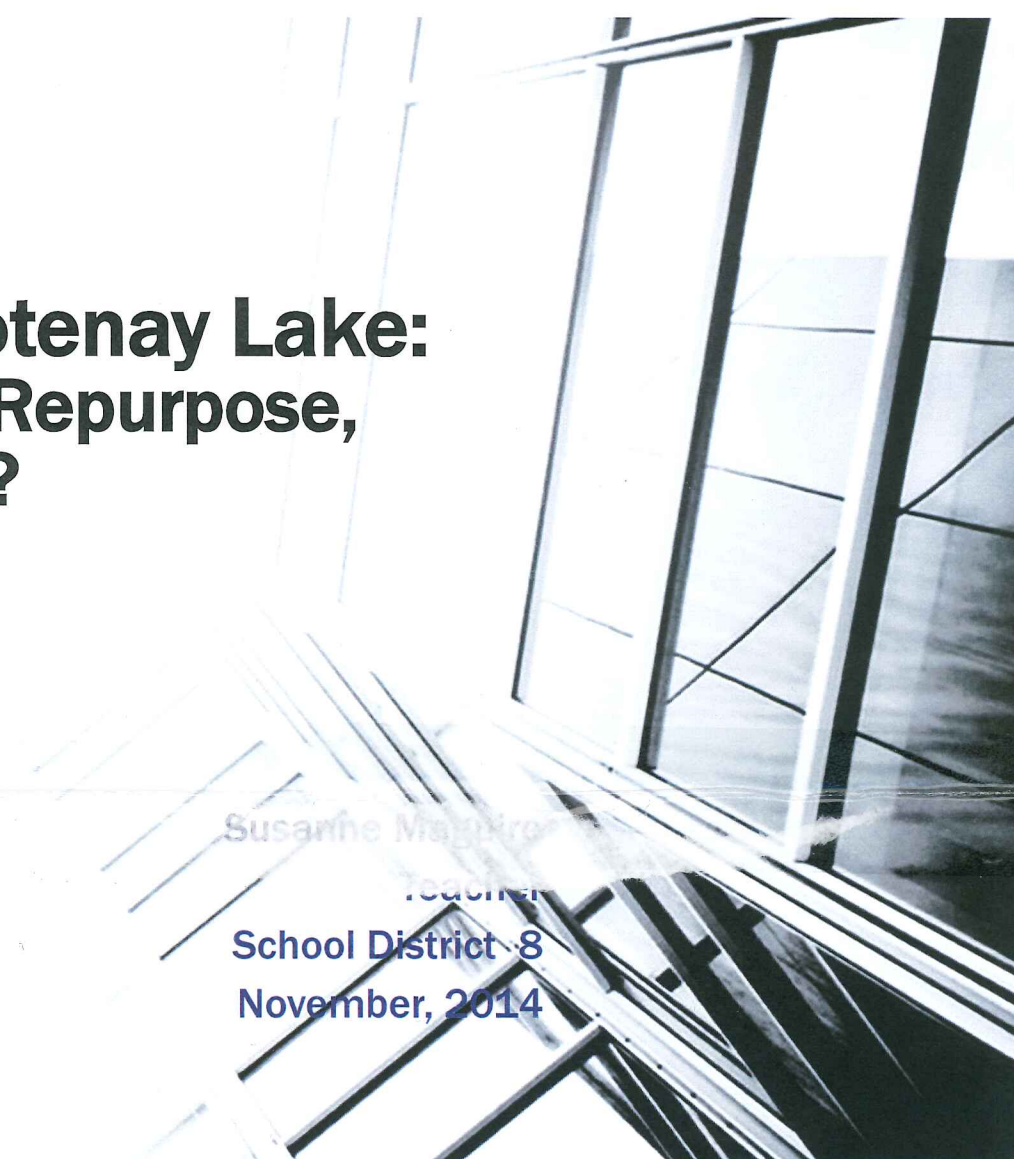


...structures will be “learning communities” characterized by adaptable spaces, small learning groups, new technologies, and environments conducive to both contemplation and interaction.



SD8 Kootenay Lake: Refresh, Repurpose, Reinvent?

Susanhe Maguire
Teacher
School District 8
November, 2014



Don't Just Rebuild Schools Reinvent Them

Create personalized learning communities

Make technology ubiquitous

**Connect with the outdoors for health, fitness,
and improved academics**

Focus on student comfort.

Treat teachers like professionals.

Engage parents and the community.

http://www.fieldingnair.com/Press/Education_Week

10 Things in school that Should Be Obsolete

- 1. Computer Labs**
- 2. Learning in prescribed places**
- 3. Teacher-centred classrooms**
- 4. Isolated classrooms**
- 5. Department organization**
- 6. School Corridors**
- 7. Traditional school libraries**
- 8. Dark, indoor gyms**
- 9. Institutional food service**
- 10. Large restrooms**

<http://blogs.kqed.org/mindshift/2012/07/10-things-in-school-that-should-be-obsolete/>





Environmental Impacts on Academic Success

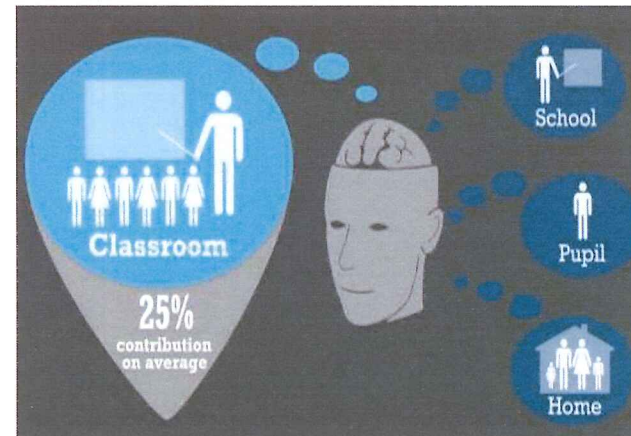
Research by University of Salford, England, 2012



Classroom environment found to have a 25% impact on student performance

- 6 out of 10 parameters had a significant impact. They are:

- Light - 12%
- Choice - 10%
- Complexity - 17%
- Colour 18%
- Flexibility - 17%
- Connection - 26%



Creston Homelinks – Secondary - Grade 10-12 Student Learning Plan

Student Name	Grade 10 11 12
School Year 2015-2016	Mother's name:
Cross-enrolled: Yes No Where: _____	Father's name:
IEP – yes/no – if yes, designation:	Contact phone #: home: cell:
School of Record:	Contact email for:
Grad Plan Updated:	Parent: Student:

SUBJECT	PROGRAM	Primary/Supplemental Resources	NOTES Timelines/Dates started
English			
Math	Found & PreCalc 10 Apprenticeship & WP 10 PreCalc 11 Foundations 11 Apprenticeship & WP 11		
Science	BC Science 10 Chem 11 Physics 11 Earth Science 11 Biology 11 or 12		
Social Studies	Social Studies 10 Social Studies 11 Geography 12		
Planning 10 Grad Transitions	Homelinks designed course		
PE 10 DPA			
ELECTIVES			

Total Credits Earned with this SLP: _____

SIGNATURES: *All must be signed in order for registration to be valid.*

Student: _____ Date: _____

Parent: _____ Date: _____

Liason Teacher: _____ Date: _____

Principal/Vice Principal: _____ Date: _____

NOTE: *These are the correct steps to follow in order to register with Homelinks: Check ✓ below:*

- _____ 1. Registration filed at office (before filling out this SLP!) with:
_____ birth certificate, _____ proof of residency & _____ care card.
- _____ 2. SLP with all signatures.
- _____ 3. Grad Plan filled out.
- _____ 4. Meeting with Administrator, Teacher, Student and Parent.

ACTIVATION ASSIGNMENTS: *showing substantial activity in each course, MUST BE COMPLETED BY the following date:*

Refer to the Ministry of Education's Graduation Program. Students may gain credits through courses offered at Homelinks, PCSS, DESK, out of district programs, external credentialing, and IDS courses. Please ask your school staff for more information.

Starting in Grade 10, students need to become aware of scholarships that will be available upon graduation. Planning for eligibility starts early.

Creston Homelinks – Secondary - Grade 8-9 Student Learning Plan

Student Name	Grade 8 9
School Year 2015-2016	Mother's name: Father's name:
Cross-enrolled: Yes No Where: _____	Contact phone #: home: cell:
IEP – yes/no – if yes, designation:	Contact email for: Parent: Student:
School of Record:	
Grad Plan Updated:	

SUBJECT	PROGRAM	Primary/Supplemental Resources	NOTES Timelines/Dates started
English			
Math	Math Makes Sense		
Science	BC Science		
Social Studies			
Second Language			
PE DPA			
Fine Arts: Art Music Drama			
HCE Health & Career Ed			

SIGNATURES: *All must be signed in order for registration to be valid.*

Student: _____ Date: _____

Parent: _____ Date: _____

Liason Teacher: _____ Date: _____

Principal/Vice Principal: _____ Date: _____

NOTE: *These are the correct steps to follow in order to register with Homelinks: Check \checkmark below:*

- _____ 1. Registration filed at office (before filling out this SLP!) with:
_____ birth certificate, _____ proof of residency & _____ care card.
- _____ 2. SLP with all signatures.
- _____ 3. Meeting with Administrator, Teacher, Student and Parent.

ACTIVATION ASSIGNMENT: *showing substantial activity in onecourse, MUST BE COMPLETED BY the following date:*

Homelinks K to 7 Student Learning Plan

Student Name	Grade : K 1 2 3 4 5 6 7
School Year	Mother's Name
Liaison Teacher(s):	Father's Name
Does the student have/need an IEP? Yes No Designation and IEP in place :	Contact Phone Number
	Contact email:

Subject	Program and Resources	Resources to be Ordered
Language Arts		
Math		
Social Studies		
Science		
P.E. D.P.A.		
Fine Arts	Visual Arts Music Drama Dance	
Health and Career		
2 nd Language (Grade 5-7)		
Other		

Social Studies

<p>Kindergarten</p> <ul style="list-style-type: none"> • Roles & Responsibilities • Groups & Places that are Part of Their Lives • Families & Community 	<p>Grade 1</p> <ul style="list-style-type: none"> • How Families Differ, Social Structures • Symbols of Canada, Canada Maps • Rights, Roles, Responsibilities, Human Needs • Work, Money, Technologies 	<p>Grade 2</p> <ul style="list-style-type: none"> • Simple Mapping (symbols, legends, cardinal directions) • Canadian Culture (languages, symbols) • Canadian Landforms & Oceans 	<p>Grade 3</p> <ul style="list-style-type: none"> • Mapping skills • BC Symbols • Communities, Past & Present (transportation, communication, clothing, food, shelter, recreation, entertainment)
<p>Grade 4</p> <ul style="list-style-type: none"> • Explorers & Settlers • Aboriginal Peoples • Hemispheres, Continents, Oceans 	<p>Grade 5</p> <ul style="list-style-type: none"> • Development of Canada (fur trade, railroad, gold rush, RCMP, Confederation) • Immigration & Citizenship (personal history) • Significant Canadian Individuals • Government in Canada 	<p>Grade 6</p> <ul style="list-style-type: none"> • Culture, Cultural Diversity • Canadian Federal Government (Charter of Rights & Freedoms) • Culture and Environment 	<p>Grade 7</p> <ul style="list-style-type: none"> • Ancient World Cultures to A.D. 500 (Society, Culture, Politics, Law, Economy, Technology, Environment - particularly Ancient Egypt, Rome, Mesopotamia, & Greece)

Science

<p>Kindergarten</p> <ul style="list-style-type: none"> • Characteristics of Living Things • Properties of Objects & Materials • Surroundings (study of natural environment) 	<p>Grade 1</p> <ul style="list-style-type: none"> • Living, Non-Living, Needs of Living Things • Force & Motion (magnets, gravity, friction, speed) • Daily & Seasonal Changes (day/night, weather) 	<p>Grade 2</p> <ul style="list-style-type: none"> • Animal Growth & Changes (characteristics, life cycles, seasonal behaviors, food webs) • Properties of Matter (solids, liquids, gases) • Air, Water & Soil (soil ingredients, evaporation, condensation, precipitation, water cycle) 	<p>Grade 3</p> <ul style="list-style-type: none"> • Plant Growth and Changes • Materials & Structures • Stars & Planets
<p>Grade 4</p> <ul style="list-style-type: none"> • Habitats & Communities (animals, humans, food webs, food chains, conservation) • Light & Sound (light rays, sound vibrations) • Weather (water cycle, atmosphere, effects on living and non-living things) 	<p>Grade 5</p> <ul style="list-style-type: none"> • Human Body-Organs & Systems • Forces & Simple Machines • Renewable and Non-Renewable Resources in BC 	<p>Grade 6</p> <ul style="list-style-type: none"> • Diversity of Life (cells, animal kingdoms) • Electricity (static, current, chemical, magnetic) • Exploration of Extreme Environments 	<p>Grade 7</p> <ul style="list-style-type: none"> • Ecosystems, Food Webs & Chains • Chemistry (acids, bases, particle theory) • Earth's Crust (geology, earthquakes, rocks, fossils)

This student will be attending activities planned and offered through the Homelinks Center:

Signatures :

Parent _____

Date _____

Liaison teacher _____

Date _____

Principal/Vice Principal _____

Date _____

Before materials are handed out the following must be complete:

Registration filed at the office with birth certificate, proof of residency _____

SLP with signatures _____

First Activation Assignments to be completed by September 30.

Student Learning Fund Plans

Suggested Items	Subject Area	Order	3 rd Party Provider	Committed Funds	Balance Remaining

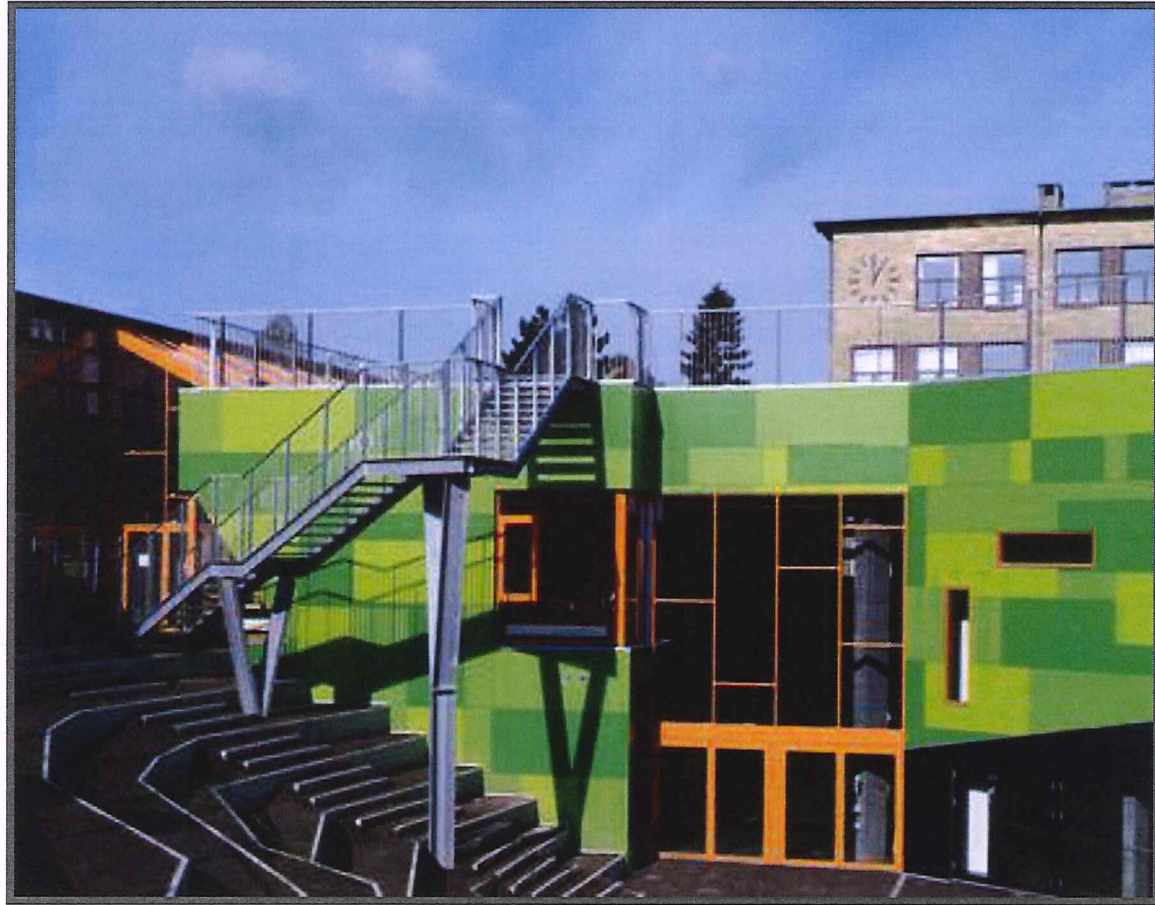
All requests start with student plans, recommended by the liaison teacher, approved by Principal or Vice Principal prior to any purchases or services. All invoices are paid directly to suppliers or service providers.

This is a guideline for purchases and can change as you move through the year.

**Some images and
information to
inspire...**



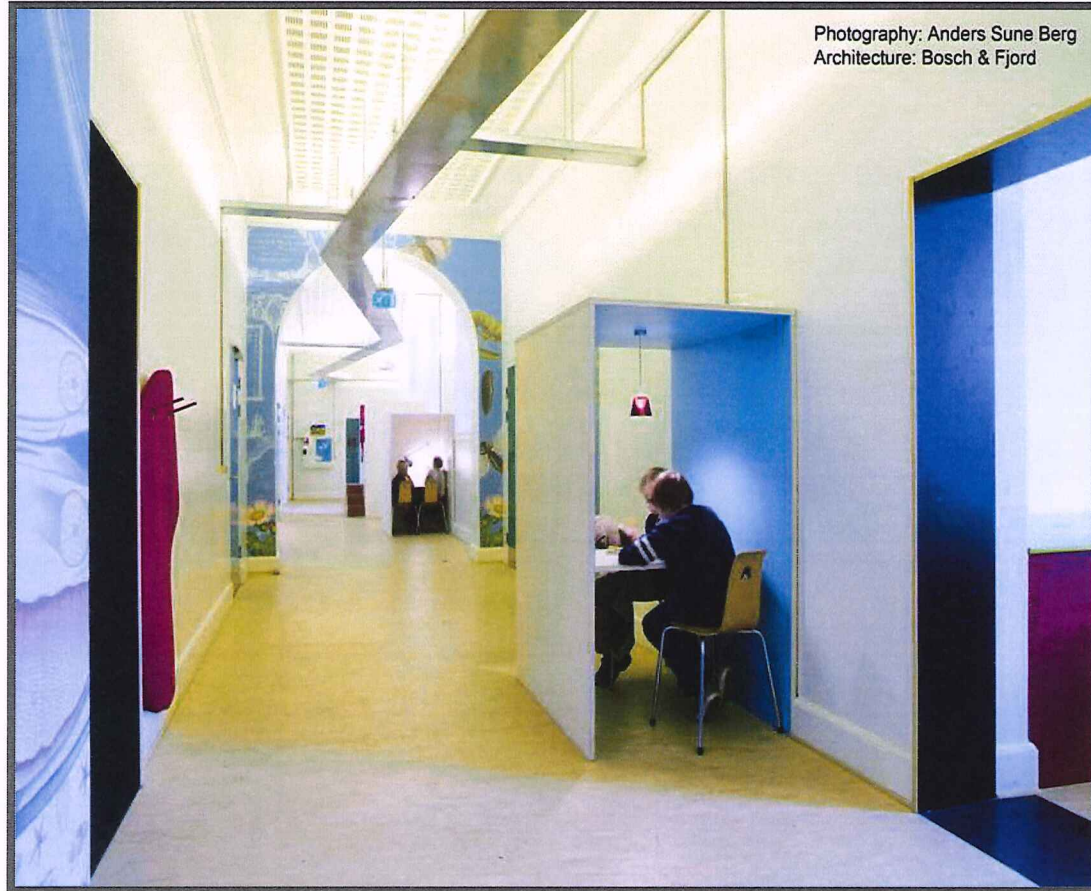






Photography: Anders Sune Berg
Architecture: Bosch & Fjord

Photography: Anders Sune Berg
Architecture: Bosch & Fjord





Photography: Re
Architecture: Re-




“Because architecture can facilitate the transmission of cultural values, we need to look at what our present school buildings are saying to our children. We expect schools to prepare children for living in a democratic society, yet we provide a learning environment that resembles a police state – hard, overly durable, fenced...”

A. Taylor, 1993

“The principle goal of education is to create men who are capable of doing new things, not simply repeating what other generations have done – men who are creative, inventive and discovers.”

Jean Piaget



“Alongside quality teaching and purposeful leadership, decent school environments inspire pupils to give their best and properly enable our teachers to teach.”

T. Goddard, Director, British Council for School

Environment

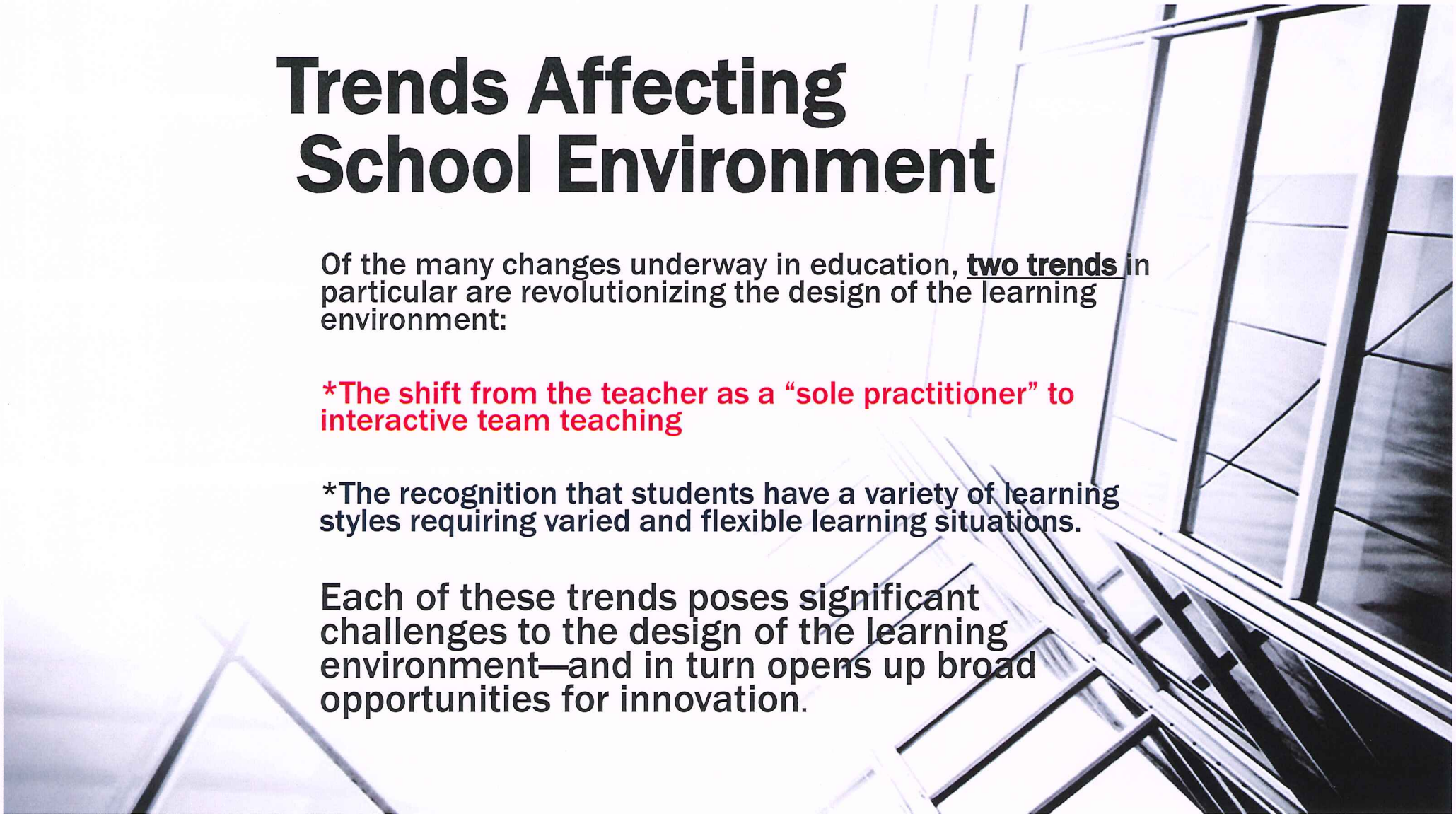
Trends Affecting School Environment

Of the many changes underway in education, **two trends** in particular are revolutionizing the design of the learning environment:

***The shift from the teacher as a “sole practitioner” to interactive team teaching**

***The recognition that students have a variety of learning styles requiring varied and flexible learning situations.**

Each of these trends poses significant challenges to the design of the learning environment—and in turn opens up broad opportunities for innovation.



Distributed Learning

Student is primarily at a distance from the teacher. Courses are taken via the internet or a blend of classroom work. A DL program is directed and supervised by a BC certified teacher.

- ✓ Access – to multiple courses around the province. Ideal for small or remote communities. Grade 10 – 12 students are funded per course.
- ✓ Flexible – learn outside the classroom schedule. Focus on a few or many courses at a time. Choose your own pace within the school year.
- ✓ Personalized – Student Learning Plans are designed to meet the needs of each student as well as the Ministry of Education requirements.
- ✓ Support – some financial support may be available for educational services. Payment is made directly to the third-party provider such as a music teacher. The service must be part of the student learning plan.

The fundamental building block of almost every single school in this country is the classroom.

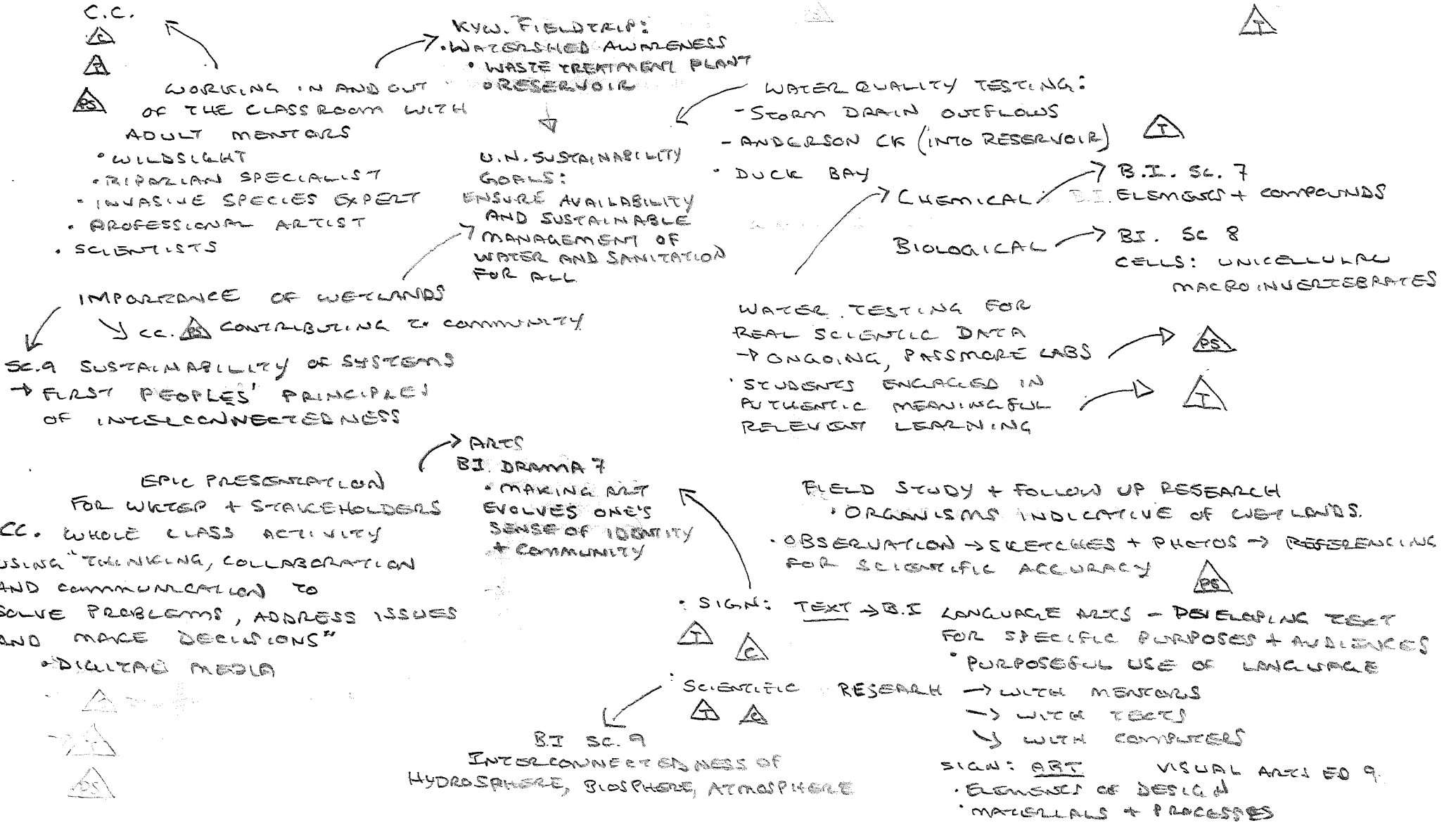
Who seriously believes that locking 25 students in a small room with one adult for several hours each day is the best way for them to be “educated”?

In the 21st century, education is about project-based learning, connections with peers around the world, service learning, independent research, design and creativity, and, more than anything else, critical thinking and challenges to old assumptions.

WILDFLOWER MIDDLE SCHOOL
WETLANDS STEWARDSHIP
PILOT PROJECT, FALL 2015

COMMUNITY STAKEHOLDERS: CBT, WILDSIGHT, LIVING LAKES, FRIENDS OF KOOTENAY LAKE
 PROJECT: STEWARDSHIP OPPORTUNITY FOR DUCK BAY, WETLAND AREA LOCATED JUST EAST OF CHAKO MIKA MALL

C.C. = CORE COMPETENCIES \triangle THINKING \triangle COMMUNICATING \triangle PERSONAL AND SOCIAL
 B.I. = BIG IDEAS



Inquiry ^{Some} Projects Investigated the following questions

What does the inside of the human eye look like?
How much blood does the human eye have and why does it have blood?

How do eyes differ by species?

How/why has the human eye evolved?

Why do animals have eye lids?

How do we see color?

How is eye color determined?

Can animals see different shades of light? Why? Why not?

What is the connection between vision and taste?

Why/How are people color blind?

How do glasses work and why do people need them?

How can we see underwater?

Why would something like a wood chip sitting on your hand not hurt, but hurt if it was in your eye?

Explorations we did together

- Listened to a nurse explain how the eye works →
- Built a model of the eye
- Built pin hole cameras, developed pictures in a dark room, connected to how the 'eye' works, wrote a "Ghosts of Wildflower" class book
- Did critical thinking activities based on famous photos - ie explored inference
how pictures reflect / change society
- Had a photo/art open house
- Listened to each other's inquiry projects

Wildflower Middle
School - Wetlands
Project: Water Stewardship

Creating Global
connections.

Community based
mentors.

Wildflower Elementary
Water Conservation
Initiative