

INNOVATIVE LEARNING SERVICES

Supporting Student Learning and

- Understanding, articulating and supporting systemic expectations for student learning
- Understanding the developmental and curricular progression within the Pre-K through 12 trajectory
- Consistently seeking to understand our students and the world in which they are living
- Supporting teachers and school staffs in capacity building
- Supporting the development of responsive learning environments for students and staff
- Supporting opportunities for student and staff leadership
- Developing community connections to support learning and opportunities for students

Staff: Lorri Fehr, Director
Kathy Speirs, Principal
Willow Makortoff,
Exec. Assistant
Joanne Schultz, AbEd Coord.

INNOVATIVE LEARNING SERVICES

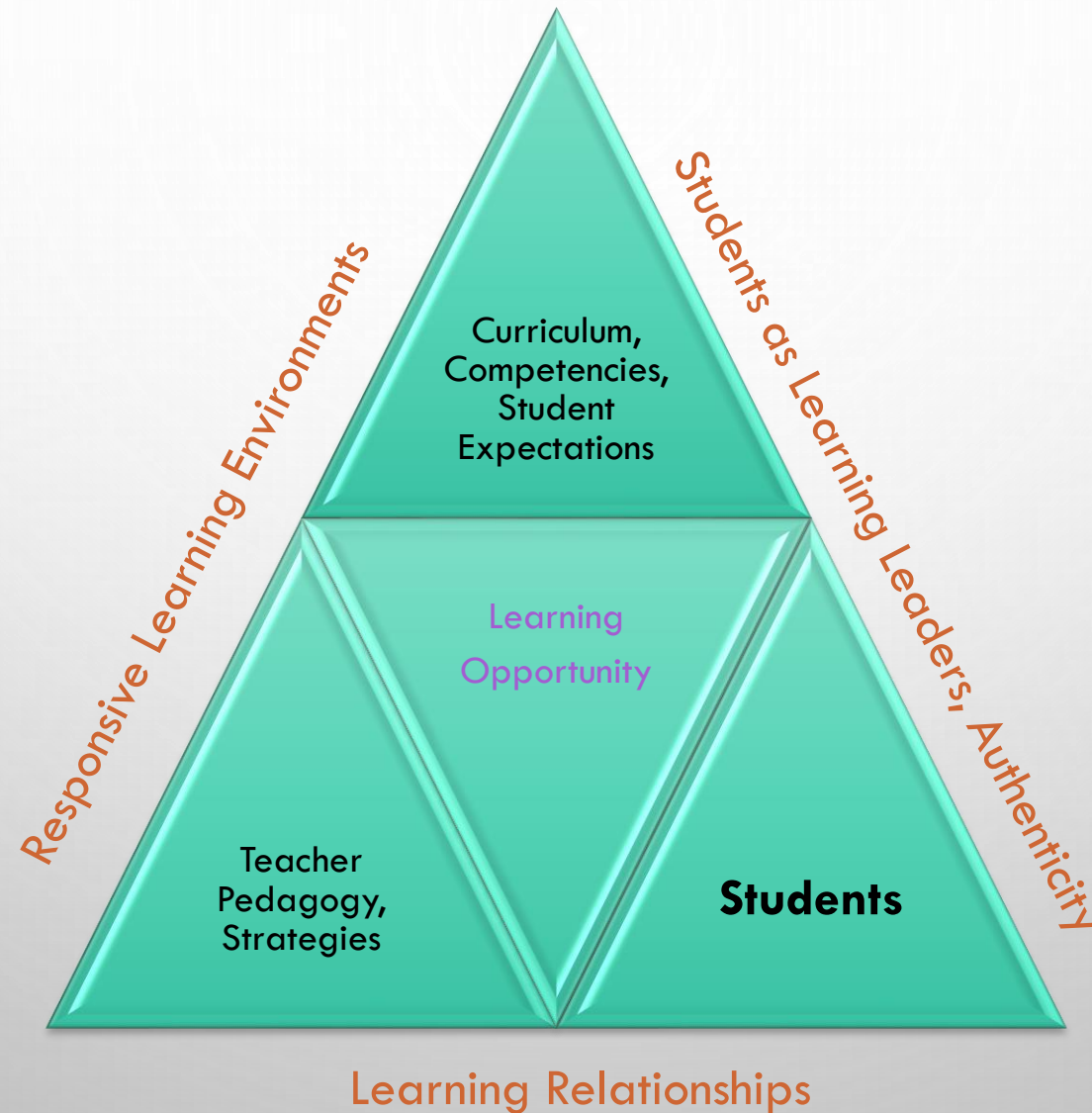
Responding to the Emerging Needs of
Students and Schools through:

- Curricular Innovation
- Ace-It
- Technology to Support Learning
- Evergreen Plan
- French Immersion
- Aboriginal Education
- Strongstart
- Ready Set Learn
- Early Learning
- Leadership Development
- Responsive, emergent learning

- Education Committee of the Whole
- Healthy Lifestyles Committee
- French Advisory Committee
- Aboriginal Advisory Council
- District Professional Development Committee

- Collaborative Practise Projects
- Scholarships
- School Growth Plans
- Framework for Enhancing Student Learning
- Professional Development
- Leadership Development
- Read by Grade 3
- District and Provincial Assessments
- Meals support for vulnerable students

FOCUS ON THE INSTRUCTIONAL CORE

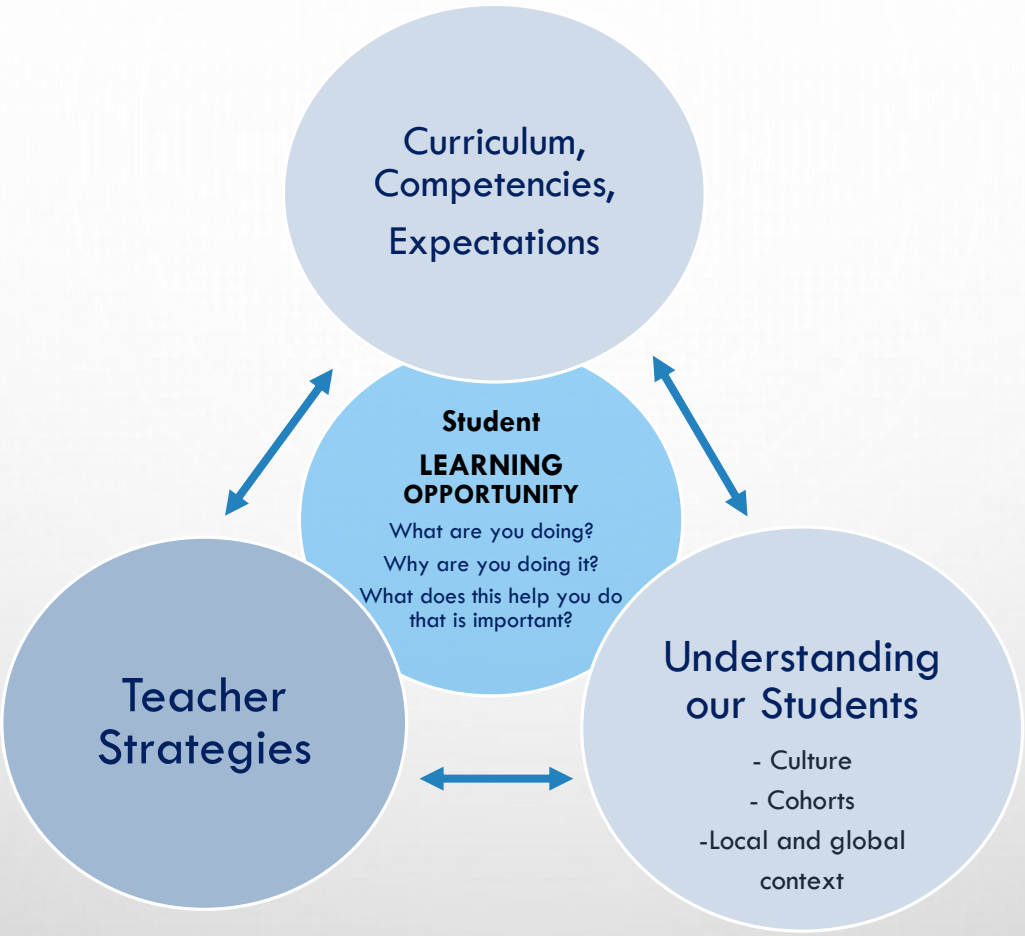


Collaborative Action

Structured, Reflective,
Focus on Student Learning

K-12 Collective Commitment

Understanding the Trajectory



INNOVATIVE LEARNING SERVICES

Capacity Building Over time

Skills Clarity
Ownership

Leveraging Digital

Create, Collaborate, Connect,
Go Global

Improving Practice across Whole Systems

1. Develop precision in pedagogical practices
2. Build collective capacity
3. Invest in leadership at all levels
4. Create vertical and horizontal relationships
5. Learn from the Work

Fullan, NPDL



Capacity Building

Produces new **skills**

Generates greater **clarity**

Results in **ownership**

Innovative Learning Services Staffing Over Time (in addition to Director, 0.8 Exec. Assistant and Ab.Ed staffing)

2010	2015
(combined PVP + teacher)	1.0 FTE PVP
.423 FTE Ace-It	
.4 FTE Tech for Learning	
.4 FTE Early Literacy	
.4 FTE Math Support	
TOTAL 1.623 FTE	TOTAL 1.0 FTE

EARLY LEARNING

Across our District we work to connect with early years providers to observe and understand our students before they enter Kindergarten. Early learning tables in each of five communities bring together community service providers across Ministries to share ideas and support for our young learners. School District #8 connects with the local tables as well as the regional tables, who organize an annual early years conference. We also host one meeting each year to bring together Strongstart providers, early years providers, Kindergarten teachers and Principals/vice principals to build relationships, capacity and support for our students.

Quick Facts:

- We run:
 - a full Strongstart program in Creston
 - a Strongstart Outreach program in Redfish, Rosemont and Blewett schools
 - a Strongstart program in Crawford Bay
 - a Strongstart outreach program in W.E. Graham and Winlaw
 - a Strongstart outreach program in Kaslo and Meadow Creek

- Each elementary school hosts 'Ready, Set, Learn' events for 3-5 year olds
- Strongstart and Ready, Set, Learn are funded through special purpose funds from the Ministry
- We provide \$210 000 support for 291 Kindergarten students through EA time to help our youngest learners make the transition.
- We provide training and \$160 000 (LINKS) to support our vulnerable readers in Grades 1-3 through the Read by Grade 3 program

ABORIGINAL PROGRAM

The District receives special purpose funds from the Ministry to support our Aboriginal students. These students are identified and supported at each school, guided by the Aboriginal Enhancement Agreement and the goal of increased graduation rates for our Aboriginal students.

Quick Facts:

- Approximately 782 of our students self-identify as Aboriginal
- We serve students from a number of Aboriginal backgrounds, with one Band within our District
- Programs and staffing are in place at each school to support Aboriginal learners
- The redesigned B.C. curriculum ensures that Aboriginal content will be integrated into all areas of study.
- Each student is required to have an individual plan, which is rolled up into a school plan. \$767 992 is allocated to schools to support these plans, with additional funding set aside for professional learning and responsive projects

FRENCH IMMERSION/CORE FRENCH

School District #8 offers a late French Immersion program hosted at Trafalgar Middle School and LV Rogers Secondary, for students in Grades 6-12. Students in this program are eligible to graduate with a bilingual Dogwood certificate. We also offer a core French program for students in Grades 5 and up.

Quick Facts:

- French Immersion is funded through a federal grant
- Approximately 285 students attend this program
- Approximately 1373 students are enrolled in Core French

HEALTH PROMOTING SCHOOLS

Quick Facts:

- Approximately \$107 000 is targeted through LINKS funding to support meals for hungry children in our District
- Supported by Interior Health, for the 2015-16 year we contract the work of a Health Promoting Schools Coordinator to help schools in creating healthy learning environments

ACE-IT/SSA

Quick Facts:

- Students from our secondary schools are eligible to begin a trade through College of the Rockies or Selkirk College, earning high school credits as well as completing the first year of a trades program

CURRICULUM

Our province is currently innovating learning for our students through a redesigned curriculum. The exploration year for K-9 is 2015-16, with the roll out beginning in 2016-17. Grades 10-12 will see an exploration year in 2016-17, with the roll out set to begin in 2017-18.

Quick Facts:

- 2 non-instructional days have been set aside in 2015-16, and one in 2016-17 to support staffs in studying the curriculum
- The Board of Education has set aside \$83000 for the 2015-16 year to support exploration
- The Ministry has laid out a three year curriculum, assessment and reporting implementation strategy
- In the first year, curriculum K-9 is complete, with Grade 10-12 curriculum still open for feedback

FRAMEWORK FOR ENHANCING STUDENT LEARNING

The Ministry of Education is changing its reporting structure for Districts, and moving towards a 'Framework for Enhancing Student Learning'. School District #8 gathers input from integrated School Growth plans, local and provincial assessments and surveys, current trends in education, Ministry expectations and guidelines as we create our Framework for Enhancing Student learning. By integrating our work into one framework, we create and articulate a picture of our District's efforts to respond to the needs of all of our learners.

EVERGREEN PLAN

We are in Year 4 of our technology evergreen plan, created to support a mobile shift in our learning environments, as well as to update equipment and provide learning opportunities for staff in this shift. Over \$180 000 in inventory will be purchased in 2015-16.



SUPPORTING AND ARTICULATING
THE BOARD STUDENT EXPECTATIONS
ACROSS THE SYSTEM

Creativity and Imagination

Citizenship

Resiliency

Academic Success





Alignment of UN Global Sustainability goals with curriculum and learning opportunities for students

Building a culture of students as learning leaders

Bringing criteria for effective learning environments to scale

Development of skills and competencies as 'curriculum'

Creativity and Imagination Citizenship Academic Success Resiliency



Please notice:

FSA Results and Provincial Exam results (in binder)

School Growth Plan goals:

- Numeracy: 9 schools
- Writing: 9 schools
- Reading: 7 schools

Focus in new curriculum on:

- Core Literacies (Numeracy, Reading, Writing, Oral and Digital communication)
- Deeper Learning (big ideas, concepts, competencies, learning outcomes)

Ministry Focus on:

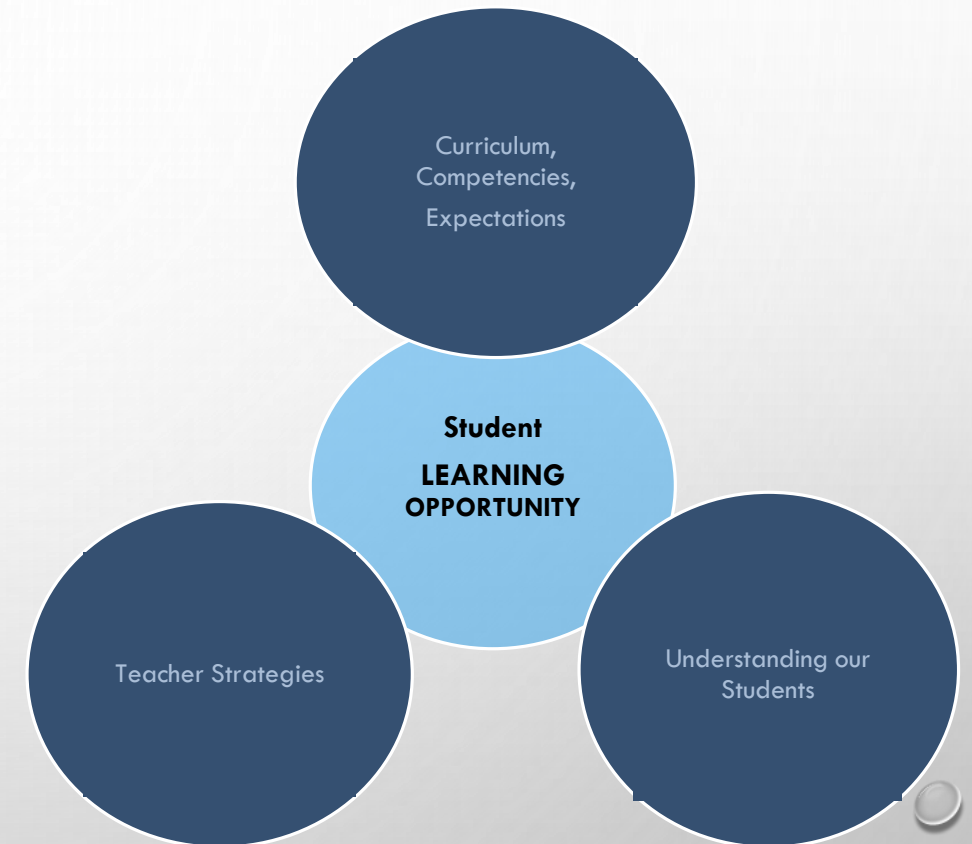
- Shift in Assessment and Reporting
- Flexibility and Responsive Learning

CURRICULAR PROJECTS

HOW CAN DISTRICT LEVEL PROJECTS SUPPORT YOUR SCHOOL CURRICULUM IMPLEMENTATION CONVERSATIONS FOR THIS YEAR?

PROCESS . . .

- *PILOT PROJECTS?*
- *'FAMILY OF SCHOOLS?*
- *DISTRICT MEETINGS?*
- *SCHOOL PROJECTS?*
- *APPLICATIONS?*
- *DIRECTOR/PVP CONVERSATIONS?*

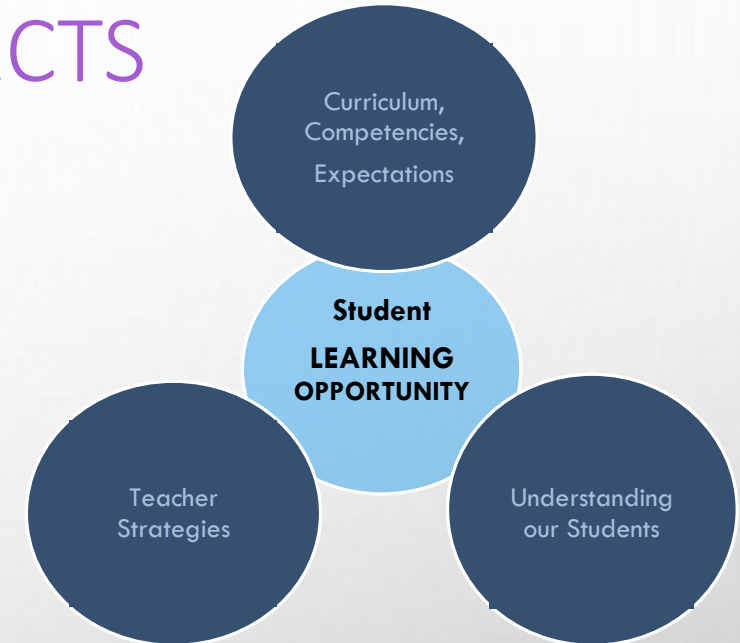


INNOVATIVE PRACTISE PROJECTS

- MEASURABLE OUTCOMES – *WHAT ARE WE OBSERVING ABOUT STUDENTS AND THEIR LEARNING?*
- TIED TO DISTRICT EXPECTATIONS AND CURRENT TRENDS IN EDUCATION
- FOCUS ON STAFF CAPACITY BUILDING – *SKILLS, OWNERSHIP, CLARITY*
- COLLECTIVE CAPACITY, K-12
- SHARED LEADERSHIP
- 'LEARN FROM THE WORK'
- CLEAR CONNECTION BETWEEN CAPACITY BUILDING AND STUDENT ACHIEVEMENT

- 2-3 YEAR PROJECTS
- INITIAL DISTRICT INVESTMENT, MOVING TO EMBEDDING IN SCHOOL CULTURE (IE. LESS INVESTMENT IN YEAR 2, LITTLE INVESTMENT IN YEAR 3)
- ANNUAL REPORTING OUT – *INFORMING DISTRICT PRACTISE AND BUILT IN REFLECTION*

- INQUIRY CYCLE - *REFLECT, CREATE, IMPLEMENT, MEASURE*



WHAT WOULD HELP DEEPEN PEDAGOGICAL PRACTISE IN YOUR SCHOOL?

Citizenship	Creativity and Imagination	Resiliency	Academic Success
	Teacher observations	Staff observations	Teacher observations
Examples of opportunities provided	% of students in school productions		Completion rates
Evidence in school growth plans	% of students who participate in performance/visual arts classes	EDI	FSA data, over time
Inventory of local, national and global volunteer efforts		MDI	Transition to post-sec and employment
			Observations during grad transitions
		Satisfaction surveys	% of children reading at grade level by grade 3
Exit survey	Student self-perceptions (scientific, artistic, business, intuitive)	Student surveys	Student self-perceptions
	Qualitative data (student samples scientific, artistic, business, intuitive)		Interview data from past students
	Parent observations		Parent perceptions
			Community data
	Environmental assessment		Environmental assessment

What is doable?

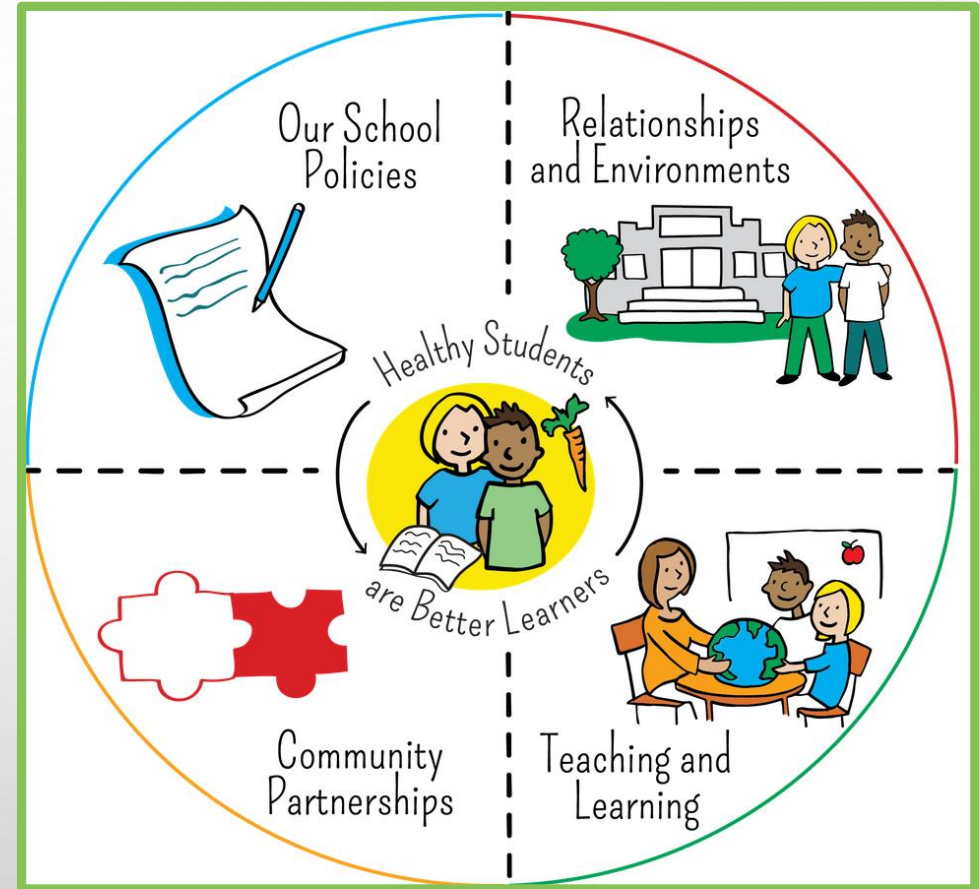
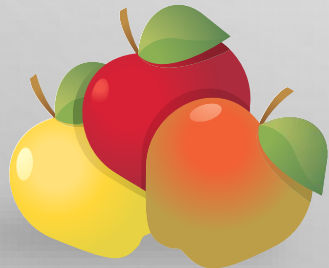
What other data sources might be useful at the classroom, school and District levels?

What other creative measures do you recommend?

HEALTH PROMOTING SCHOOLS

What do you value in the role of the Healthy Promoting Schools Coordinator in the context of the four pillars?

What would you like to see more of? Less of? Different?





SD8 MAKER DAY JULY 2015



- Design Challenge
- Expedition to Selkirk College (Maker space, Digital Studio, Entrepreneurship)
- Tinkering time
- Links to Curriculum

