

Curriculum Implementation Day

September 21, 2018



New
Westminster
Schools

District Team

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Human Resources

DIRECTOR OF HR

ROBERT WESTON

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Human Resources

**MANAGER OF HR
TEACHING/ADMIN**

GORDANA BALLARIN

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Human Resources

**MANAGER OF HR
CUPE / EXEMPT**

JANE BOUTILIER

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Financial Services

SECRETARY TREASURER

KIM MORRIS

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Financial Services

**ASSISTANT
SECRETARY TREASURER**

JAMES POCHER

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Informational Technology

DIRECTOR OF IT

CHRIS SABISTON

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Learning Team

**DIRECTOR OF INSTRUCTION
LEARNING & INNOVATION**

MAUREEN MCRAE-STANGER

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Learning Team

**DIRECTOR OF INSTRUCTION
LEARNING SERVICES**

BRUCE CUNNINGS

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Learning Team

**DIRECTOR OF INSTRUCTION
PROGRAMS & PLANNING**

QUIRINA GAMBLER

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Learning Team

**DISTRICT VICE-PRINCIPAL
PROGRAMS & PLANNING**

IAIN LANCASTER

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International Education

**DIRECTOR OF
INTERNATIONAL EDUCATION**

KAREN KLEIN

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Communications

**COMMUNICATIONS
COORDINATOR**

HOLLY NATHAN

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Facilities & Operations

**DIRECTOR
FACILITIES & OPERATIONS**

DINO STIGLICH

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Facilities & Operations

MAINTENANCE MANAGER

MATT BRITO

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Facilities & Operations

CUSTODIAL MANAGER

MARK LAYZELL

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Capital Projects

**DIRECTOR
CAPITAL PROJECTS**

DAVE CROWE

Office of Associate Superintendent

**ASSOCIATE
SUPERINTENDENT**

MARYAM NASER

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Office of the Superintendent

SUPERINTENDENT

KARIM HACHLAF

Learning Intentions

ASSESSMENT IS CURRICULUM NEUTRAL.

WE HAVE TO CONTINUE TO CHANGE OUR ASSESSMENT PRACTICES.

WHERE ARE WE NOW, WHERE DO WE WANT TO GO AND HOW ARE WE GOING TO GET THERE WHILE NEVER LOSING SIGHT OF OUR WHY.

UNITE THE SCHOOL DISTRICT WITH OUR UNWAVERING FOCUS ON HIGH AND MEASURABLE EXPECTATIONS FOR ALL LEARNERS.

EARN YOUR TRUST AND CONFIDENCE.



Redesigned Curriculum (Erickson)

2D – FACTS AND SKILLS


- GOAL IS TO INCREASE FACTUAL KNOWLEDGE AND SKILL DEVELOPMENT.
- TEACHER FOCUSED ON “COVERING REQUIRED CURRICULUM.”
- TOPIC BASED.

3D – FACTS, SKILLS & CONCEPTS

- GOAL IS TO INCREASE CONCEPTUAL UNDERSTANDINGS SUPPORTED BY FACTUAL KNOWLEDGE AND SKILLS.
- TEACHER FOCUSES ON STUDENT THINKING AND UNDERSTANDING.
- CONCEPT BASED.

Ecosystems

Take a topic like ecosystems for instance. Posing a question like what is the relationship between human action and ecosystems is moving towards deeper, concept-based instruction...

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The biggest difference is we have moved away from competencies as a means to content acquisition. With our redesigned curriculum, content is now supporting competencies.

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In 2015 – the World Economic Forum in their report “The Future of Jobs” had creativity as the 10th in the top ten skills needed for future workforce/workplace. In their latest report looking ahead to 2020 which looked at 371 global employers representing 13 million employees over a broad range of industries, creativity moved up to #3. Complex problem solving and critical thinking took the #1 and #2 spots respectively.

15%

Gr.12 students

Are satisfied school is preparing
them for a job in the future.



33%

Gr.12 students

Are satisfied school is preparing
them for post-secondary.



5 out of 10

Gr.7 students

Felt they are being taught to be a critical thinker (analyzing, asking questions, challenging assumptions)



4.5 out of 10

Gr.10 students

Felt they are being taught to be a critical thinker (analyzing, asking questions, challenging assumptions)



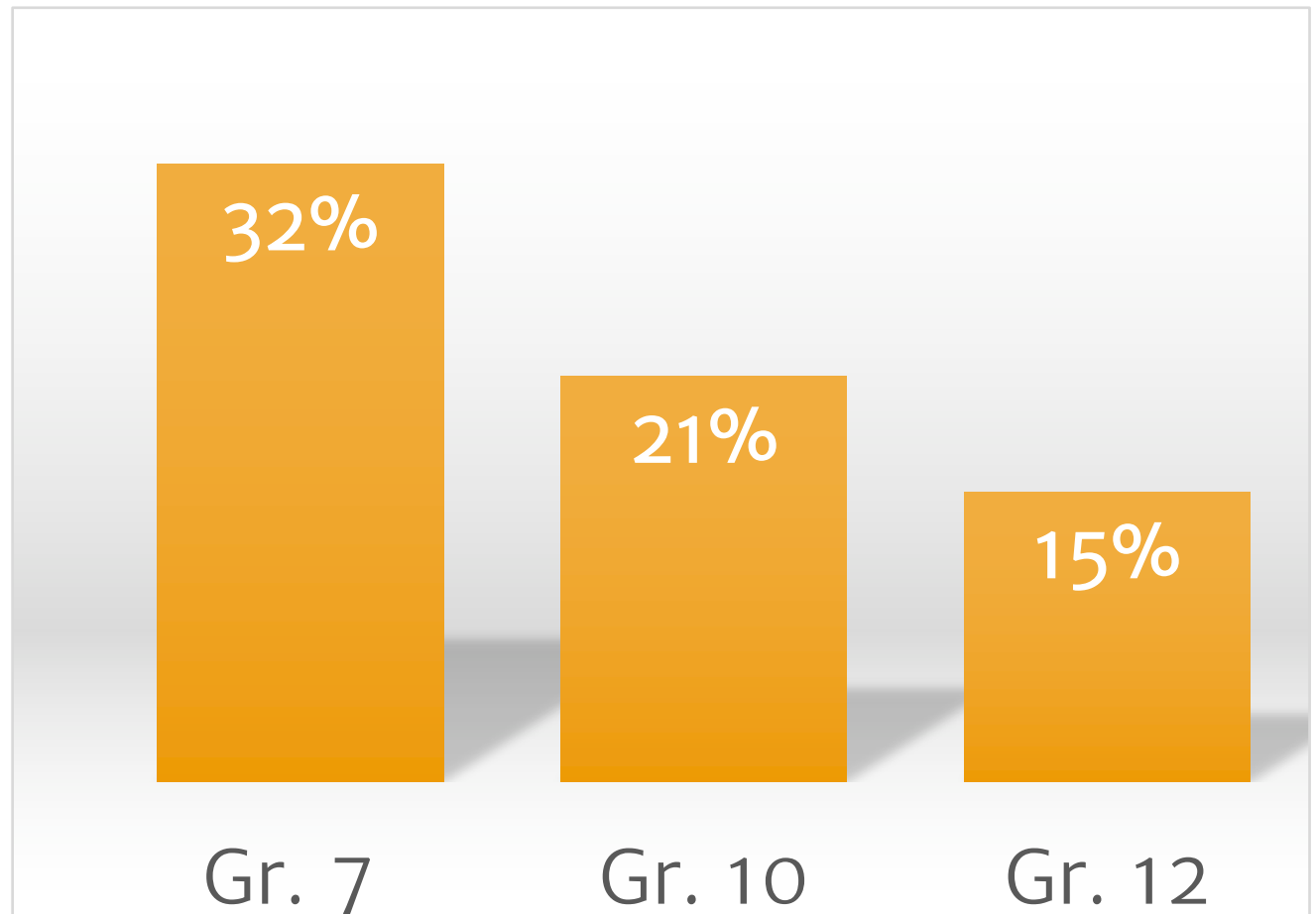
4 out of 10

Gr.12 students

Felt they are being taught to be a
critical thinker (analyzing, asking
questions, challenging
assumptions)



At school, are you learning ways to become more creative?

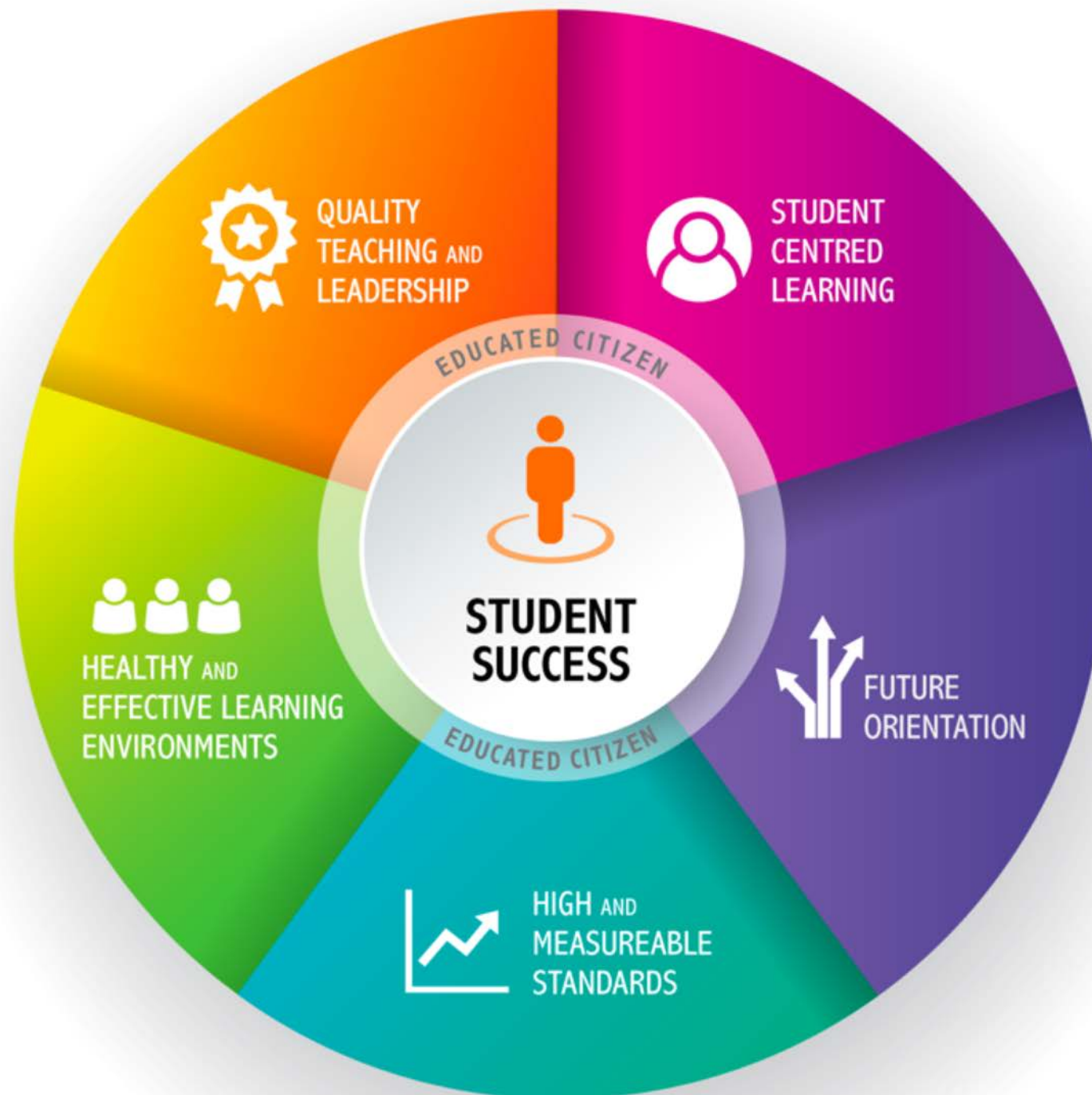


Data

It is not an end point but rather the start to a collaborative, inclusive and safe dialogue amongst each other.

Building Thinking Classrooms – Liljedahl





*To enable each student
to learn in a safe, engaging
and inclusive environment.*

MISSION

VISION


*A place where students
love to learn.*

VALUES

*Collaboration
Engagement
Equity
Inclusion
Integrity
Innovation*

Strategic Planning

- ✓ *TEACHING AND LEARNING*
- ✓ *INSPIRING A HEALTHY WORK ENVIRONMENT FOR ALL EMPLOYEES*
- ✓ *STEWARDSHIP AND RESOURCE DEVELOPMENT*

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NOTHING HAD PROMISED SO MUCH AND HAS BEEN SO
FRUSTRATINGLY WASTEFUL AS THE THOUSANDS OF
WORKSHOPS AND CONFERENCES THAT LED TO NO SIGNIFICANT
CHANGE IN PRACTICE WHEN EDUCATORS RETURNED TO THEIR
CLASSROOMS.

MICHAEL FULLAN

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GARY
KELLER
WITH JAY
PAPASAN

THE ONE THING

The surprisingly simple truth
behind extraordinary results

Formative Assessment...defined

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=oFN_VAHU_LW](https://www.youtube.com/watch?v=oFN_VAHU_LW)

Formative Assessment...defined

ASSESSMENT FOR LEARNING IS ANY ASSESSMENT FOR WHICH THE FIRST PRIORITY IN ITS DESIGN AND PRACTICE IS TO SERVE THE PURPOSE OF PROMOTING STUDENT'S LEARNING. – DYLAN WILLIAM

ASSESSMENT ACTUALLY BECOMES FORMATIVE WHEN IT IS USED TO ADAPT THE TEACHING WORK TO MEET LEARNING NEEDS. – BLACK, HARRISON, LEE, MARSHALL & WILLIAM

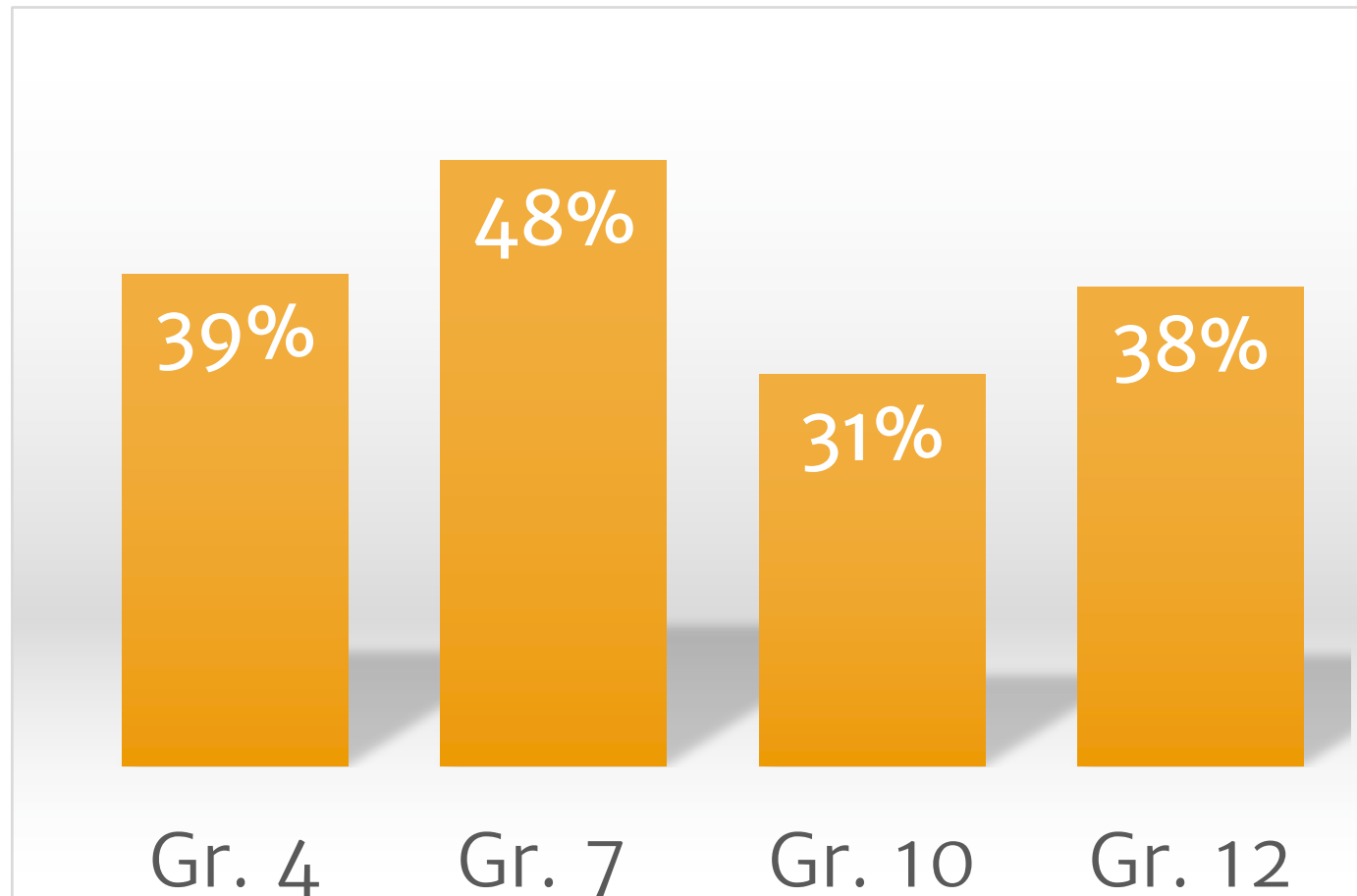
Unpacking formative assessment (William)

| | Where the learner is going | Where the learner is | How to get there |
|---------|---|---|--|
| Teacher | Clarifying, sharing and understanding learning intentions | Engineering effective discussions, tasks, and activities that elicit evidence of learning | Providing feedback that moves learners forward |
| Peer | | Activating students as learning resources for one another | |
| Learner | | Activating students as owners of their own learning | |

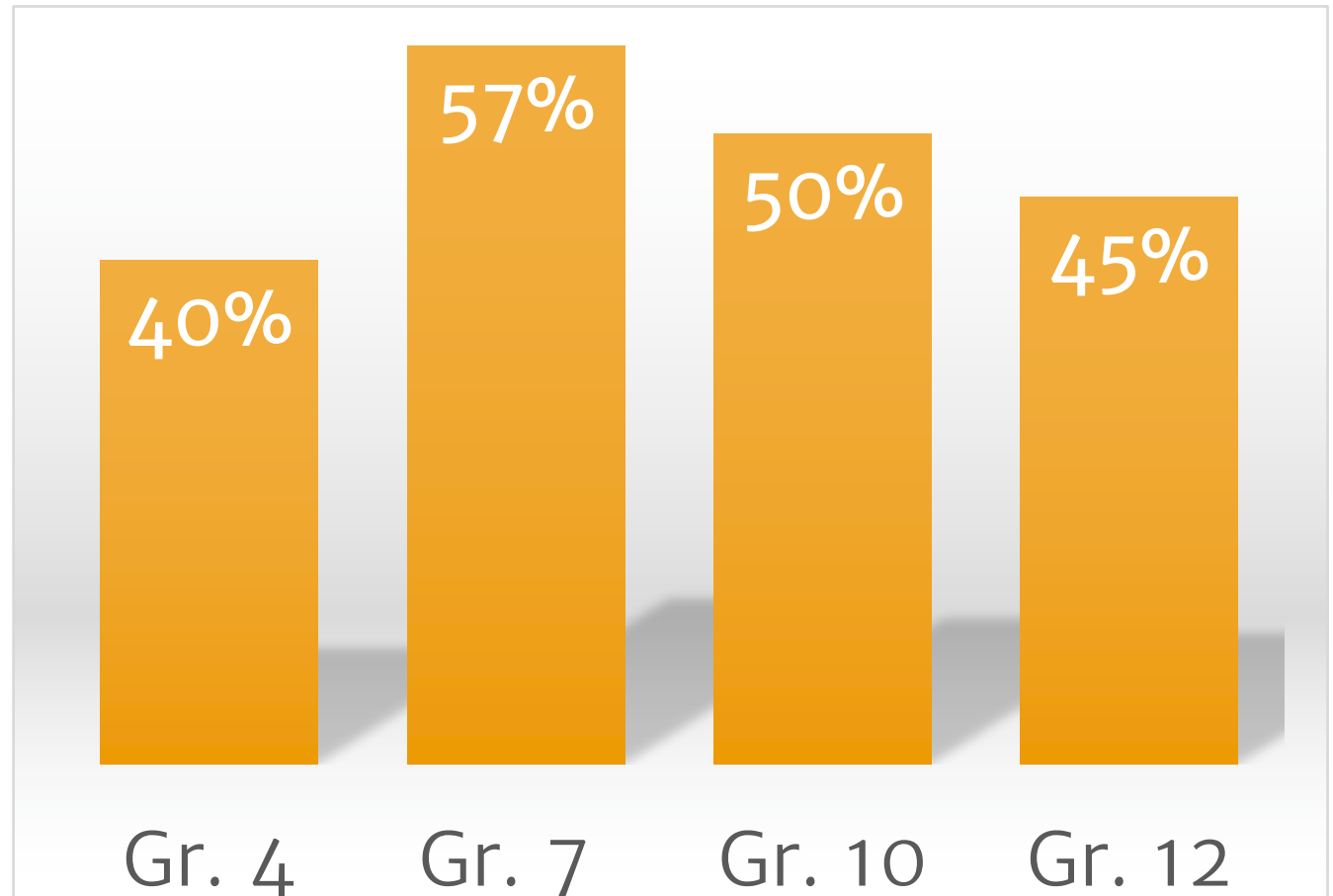


Teacher Coaches

At school, are you shown examples of what excellent, good, fair and poor work looks like?



Do you know what things are considered when your work is marked?



What is a grade...

“...AN INADEQUATE REPORT OF AN INACCURATE JUDGMENT BY A BIASED AND VARIABLE JUDGE OF THE EXTENT TO WHICH A STUDENT HAS ATTAINED AN UNDEFINED LEVEL OF MASTERY OF AN UNKNOWN PROPORTION OF INDEFINITE MATERIAL.”

—DRESSEL, “GRADES: ONE MORE TILT AT THE WINDMILL,” 1983

School Act



Ministry of
Education

English Language Arts Grade 7

| Students... | A | B | C |
|--|---|--|--|
| 1. Read a wide variety of text using reading and thinking strategies to increase understanding | Read a wide variety of challenging text independently and with ease. Regularly use both reading and thinking strategies to arrive at a deep understanding of text. | Read a variety of grade level text independently. Typically use some reading and thinking strategies. Usually show accurate understanding and with some text, move to a deeper level. | Read short and direct text independently. May need support to use reading and thinking strategies. Often understand the gist of the text. |
| EVIDENCE: Annotated Reading Inventory ✓ Reading Strategy Grid ✓ + | | | |
| 2. Respond to text as a way to increase understanding, enjoyment and appreciation of language, literature and story | Respond by making a variety of insightful connections that deepen understanding. Show enjoyment and appreciation of the importance of language/literature/story in people's lives. | Respond by making some meaningful connections that typically focus on self and others as a way to increase understanding. Show enjoyment of language/literature/story and recognize its importance to self and others. | Respond by making some connections to personal experiences as a way to strengthen understanding of text. Show some enjoyment of particular topics and texts and recognize particular aspects of language and story that are important to them. |
| EVIDENCE: Selected response (rubric score 2) Interview (teacher notes) Text Comparison (graphic representation) 15/20 | | | |
| 3. Communicate in written, visual and digital media forms for different purposes and audiences | Communicate confidently and effectively in a variety of forms. Appropriately and creatively use the power of language to engage and impact audience. Consistently use conventions to clarify meaning and purpose. | Communicate successfully in many forms. Experiment with some language techniques and show an increasing awareness of audience. Follow most conventions to clarify meaning and purpose. | Communicate in an increasing number of forms. May require teacher support to try out new forms and use language features. Need reminders to use conventions so meaning and purpose are clear. |
| EVIDENCE: electronic portfolio final draft of memoir (rubric score 3) prez: story/poem 9/10 | | | |
| 4. Use oral language | Communicate | Communicate | Communicate with |

The Hero Generation – Jennifer Moss



Hope

Hope is the active belief we can find new ways to improve the learning experience for our students and our own motivation as educators.

Efficacy

Efficacy – simple really...if you think you can do it – you will...a growth mindset alone can impact student learning.

Resilience

Resiliency – it is ok to fail in the pursuit of something better; we cannot let challenges prevent us from achieving our goals.

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Optimism

Optimism – let's be realistic with our goals, focus on one thing and exhibit strong emotional intelligence.

Gratitude

Gratitude – let's take the time to be aware and appreciate the good things. Focus on the positive.



Empathy

Mindfulness

Mindfulness is about giving ourselves and our students time to deeply engage and be aware of our feelings.

100 days

- CONTINUE TO BUILD **TRUST** AND **CONFIDENCE** AND STRENGTHEN RELATIONSHIPS AT ALL LEVELS WITHIN THE DISTRICT.
- 'BRING TO LIFE' OUR **MISSION** AND **VISION** AND MODEL OUR **VALUES** ON A DAILY BASIS.
- **UNITE** THE SCHOOL DISTRICT WITH OUR **UNWAVERING FOCUS** ON IMPROVING STUDENT ACHIEVEMENT AND LEARNING.

Good things are happening

Thank you!



New
Westminster
Schools

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