New Westminster Schools

BOARD OF EDUCATION SD NO. 40 (NEW WESTMINSTER)

Education Policy and Planning Committee

Tuesday, April 4, 2017– 7:30 pm

School Board Office

Location: 811 Ontario Street, New Westminster

AGENDA

Item	Action	Info	Presenter	Attachment
The New Westminster School District recognizes and acknowledges the Qayqayt First Nations, as well as Coast Salish peoples on whose traditional and unceded territories we live, we learn, we play, and we do our work.				
1. Approval of the Agenda	X		M. Ewen	
2. Presentations				
a) RCAP Project: *Calling on the Medicine Wheel*		X	J. Grant	
b) Digital Portfolios		X	M. Naser	
3. Reports from Senior Management				
a) Teaching and Learning in Diverse Classrooms		X	J. Grant	*Enclosed pg. 1*
b) School Goals		X	J. Grant	
3. General Announcements				
4. New Business				
5. Adjournment				

Teaching and Learning in Diverse Classrooms

A District Blueprint for Learner Success

March 2017

New Westminster Schools

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Acknowledgements

The Board of Education for School District No. 40 (New Westminster) wishes to thank the staff and educational partners who participated in the *Teaching and Learning in Diverse Classrooms* discussions. There were many rich conversations that have informed this important district blueprint for student success.

A special thank you goes to the members of the *Teaching and Learning in Diverse Classrooms Working Group* who led the discussions and played a pivotal role in the development of this document. The Board of Education would like to extend thanks to the following working group members who often met weekly from January to June 2015 and beyond to discuss and refine the plan and to integrate comments from the broader educational partner groups:

Students:	**Raunaq Singh, Grade 12 Student,** **New Westminster Secondary (NWSS)** **Peter Sun, Grade 10 Student, NWSS**
Parents:	**Anne Bélanger, Herbert Spencer Parent** **Ross Chilton, NWSS Parent**
Support Staff:	**Beverly Bleasdale, Educational Assistant, NWSS** **Karen Bower, Student Learning Services Assistant**
Teachers:	**Kathryn Kreiser, Resource Teacher, Qayqayt Elementary** **Sarah Ormerod, Teacher, Queensborough Middle**
Principals and Vice-Principals:	**Stacey Burke, Acting Vice-Principal, Glenbrook Middle** **Kathleen Chad, Vice-Principal, NWSS** **Chris Nicholson, District Vice-Principal** **Belinda Scott, District Vice-Principal**
Senior Management:	**Janet Grant, Associate Superintendent**
Board of Education:	**Jonina Campbell, Board Chair** **Michael Ewen, Trustee**

School District No. 40 (New Westminster)
TEACHING AND LEARNING IN DIVERSE CLASSROOMS
A District Blueprint for Learner Success

Executive Summary

In the fall of 2014, the Board of Education for School District No. 40 (New Westminster) commissioned the "*Teaching and Learning in Diverse Classrooms Working Group"* to engage district educational partners in a discussion that would inform a strategic plan focused on student success through the delivery of high quality educational programming and a personalized approach to meet the needs of our diverse learners.

After a review of the current literature, four important themes were identified:

- **Engagement and personalized learning** is a key element of the current educational transformation in British Columbia. It is important to tap into individual learner preferences and passions to ignite their motivation and desire to learn. Inquiry-based and project-based learning shows promise in engaging students as do other frameworks such as *Universal Design for Learning* as a method for personalizing learning to accommodate learner differences and preferences.

  It is also important that we engage our parents and our community as key educational partners in support of our students' learning success. We believe that a holistic approach to child development that includes community engagement contributes to positive learning outcomes to students.

- **Social and emotional well-being** and **healthy lifestyles** are also critically important to learning success. Students who can self-regulate, set positive goals, show empathy, maintain positive relationships and make responsible decisions are better equipped to be successful citizens. The core competencies that are embedded in the Ministry of Education's redesigned curriculum are also important components of social and emotional learning.

  We want caring, compassionate and nurturing learning environments where individual differences are understood and celebrated. And we also want to promote healthy lifestyles in our schools because of the important link between health and improved learner outcomes.

- **Communicating student learning** is another key feature of our *Teaching and Learning in Diverse Classrooms Working Group* findings. The purpose of assessment is to communicate clear and specific feedback for teachers, students and parents to guide instruction. We acknowledge the important role of descriptive, formative assessment to teaching and learning success. And we also see the need to allow students the opportunity to communicate their learning in a variety of ways. The Ministry's redesigned curriculum provides the opportunity for educators to examine assessment practices- assessments *for, as* and *of* learning- to select the assessment methods that are best suited to the content or competency being assessed.

- The fourth theme that emerged pertains to the **use of technology** as a transformational educational tool for teaching and learning. This will require significant infrastructure upgrades in our district, but we will accomplish this by developing a strategic plan focused on employing those technologies that optimize learning for students. We need to be selective and constantly evaluate the effectiveness of our use of technology so that we know it is improving the educational outcomes for students.

  An important part of the use of technology for learning is promoting the responsible use of technology. We also need to be critical consumers of the vast amount of information available in our digital age. We also need to re-examine the role of the teacher in the classroom- no longer the 'sage on the stage' but rather the 'activator' and 'facilitator' of learning.

This document provides a district blueprint for learner success and outlines priorities and action plans related to each of the above-mention themes. It will be a "living-document" that will be reviewed annually and revised as action plans are implemented and new trends and needs emerge. As part of this process, the document was circulated for further consultation and feedback in the fall of 2015 and the winter of 2016.

The Plumbing Apprenticeship Program at New
Westminster Secondary School.

SECTION A:

Teaching and Learning in Diverse Classrooms

Introduction and Consultation Process

School District No. 40 (New Westminster)
TEACHING AND LEARNING IN DIVERSE CLASSROOMS
A District Blueprint for Learner Success

Introduction

We live in a society of constant change. The world we grew up in is so different from the world of our children; and will be different again for the lives of our children's children. These rapidly changing times require that our school district examine our practices so that we may stay current in order to best meet the needs of our diverse learners. This requires that we focus our attention on the skills and competencies that students will need to be productive and successful citizens in a rapidly changing world.

A key feature of the changes we face is found in the digital world where information is readily accessible and communication is immediate. We live in a technology rich, digital age and this requires us to rethink our practices in today's classrooms. Another key feature of our learning community is the growing diversity in our population – not only ethnic diversity but in the learning needs of individual students. Today's classrooms are a rich tapestry of different cultures, backgrounds, learning styles and needs.
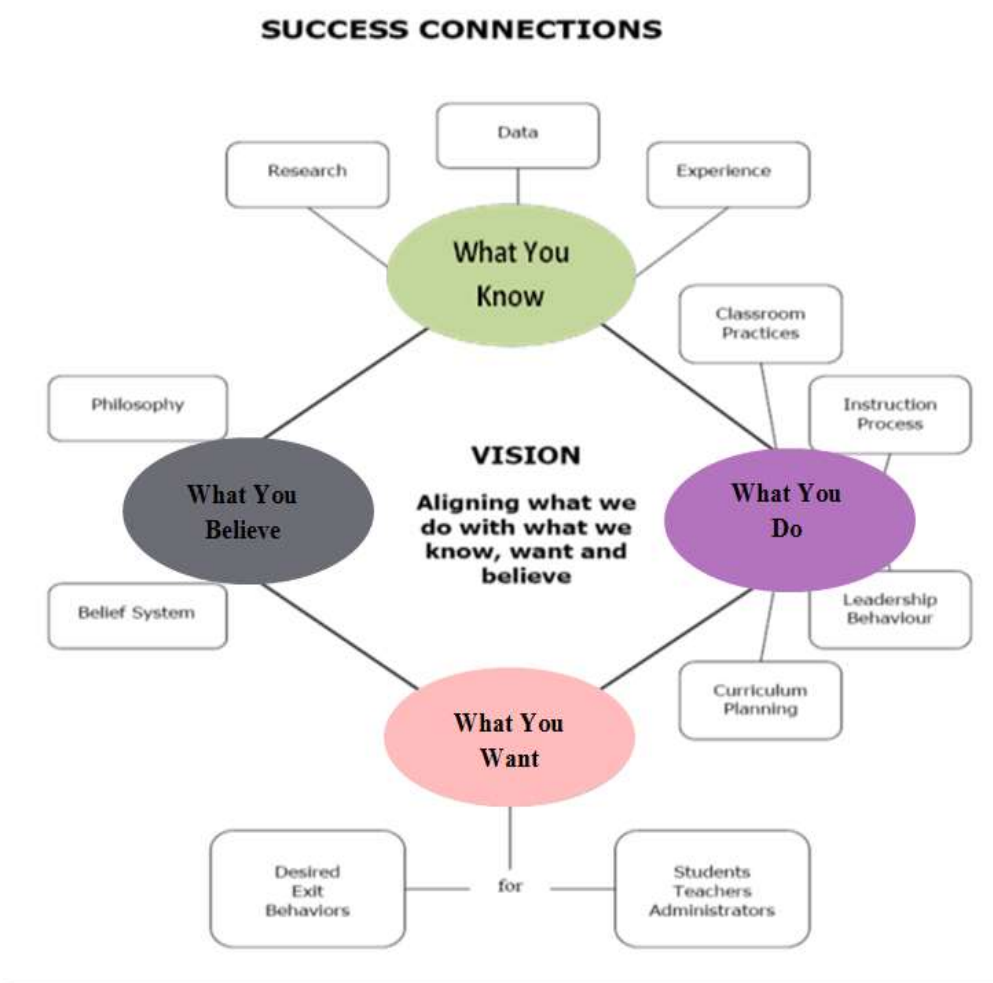

In the fall of 2014, the Board of Education for School District No. 40 (New Westminster) commissioned the *"Teaching and Learning in Diverse Classrooms Working Group"* (hereafter noted as the TLDC Working Group). The purpose of the working group was to engage educational partners in a discussion that would inform a district strategic plan focused on student success through the delivery of high quality educational programming and a personalized approach to meet the needs of our diverse learners.

Education partner representatives (Board of Education, Senior Management, Principals and Vice-Principals, Teachers, Support Staff, Parents and Students) brought their district experiences and engaged in an in-depth discussion over several weeks focused on *"Teaching and Learning in Diverse Classrooms."*

Consultation Process

The model used to frame the *Teaching and Learning in Diverse Classrooms* discussion was the "Success Connections."

SUCCESS CONNECTIONS

Data

Research

Experience

What You Know

Classroom Practices

Instruction Process

Philosophy

VISION

Aligning what we do with what we know, want and believe

What You Believe

What You Do

Belief System

Leadership Behaviour

Curriculum Planning

What You Want

Desired Exit Behaviors — for — Students Teachers Administrators

Adapted from the "Outcomes-based" approach to education (1992)

What Do We Know about *Teaching and Learning in Diverse Classrooms?*

The first task for TLDC Working Group was a comprehensive literature review of what we know about effective practices related to teaching and learning in diverse classrooms. Books, articles and websites from a variety of sources along with education plans from other jurisdictions were reviewed in addition to local data (please see the bibliography on page 50 for details).

From the literature review, seven themes emerged that later were consolidated into four themes (not listed in any particular order):

- **Engagement and Personalized Learning;**
- **Social Emotional Well-Being and Healthy Lifestyles;**
- **Communicating Student Learning;**
- **Technology and Learning.**

A summary of the literature review findings is found in Section B of this document.

What Do We Believe about *Teaching and Learning in Diverse Classrooms?*

The next order of business for the TLDC Working Group was to articulate draft belief statements related to each theme.

At this point in the process, the TLDC Working Group convened "**touch back" sessions** with each of the broader educational partner groups to share the results of the literature review and to solicit feedback to further refine and develop the draft belief statements. Touch back session were held with each educational partner group in March and April 2015. An invitation went out to all educational partner members to participate in the discussion. For those educational partners who could not attend the touch back sessions, an on-line feedback form was available for them to provide input.

What Do We Want &
What Do We Do related to *Teaching and Learning in Diverse Classrooms?*

In the next part of the process, the TLDC Working Group was asked the key question:

Given what we KNOW about effective educational practices in diverse classrooms, and,
Given what we BELIEVE about teaching and learning in diverse classrooms;
What do we WANT in terms of goals and priorities in this area;
and based on those goals and priorities,
What is it that we DO when it comes to teaching and learning in diverse classrooms?

In response to this key question, the TLDC Working Group identified goals and priorities related to each theme area. And from there, a draft action plan was created for broader feedback and input.

The TLDC Working Group convened "**touch back**" sessions with each of the broader educational partner groups to solicit feedback and further refine the draft goals and priorities and action plan in response to the key question (noted above). Touch back sessions were held in May 2015 and an invitation went out to all educational partner group members to participate in the discussion. For those educational partners who could not attend the touch back sessions, an on-line feedback form was available for them to provide input.

Next Steps

It is important to note that not all the recommended actions will be possible to achieve in the first year. Action plans will be prioritized for the first year and all other action plans will be considered for subsequent years. This document is intended to be a "living document" that will be reviewed annually to establish key actions for the year to come to lay the foundation for teaching and learning success in New Westminster. As part of this process, the document was circulated for further consultation and feedback in the fall of 2015 and winter of 2016.

SECTION B:

What Do We Know about *Teaching and Learning in Diverse Classrooms?*

Key Findings from the Literature Review

StrongStart Early Learning Centre

The Provincial Context

The *Teaching and Learning in Diverse Classrooms* discussions happened at the same time that the Ministry of Education was in the process of redesigning the curriculum for Kindergarten through to Grade 12. Since the redesigned curriculum is as much about how we engage students in learning as it is about curriculum, there were significant linkages to the discussions in the district.

The redesigned curriculum places particular emphasis on developing solid foundations of literacy and numeracy while supporting the development of responsible citizens who are effective communicators and competent thinkers *(Introduction to British Columbia's Redesigned Curriculum,* August 2015).

A key feature of the redesigned curriculum is the focus on personalized learning which acknowledges that not all students learn successfully at the same rate, in the same learning environment, and in the same ways. Personalized learning involves the provision of high-quality, engaging and relevant learning opportunities that meet the diverse needs of all students. Inquiry-based learning is encouraged to promote a sense of wonder and curiosity among students. As well, technology is acknowledged as a powerful tool to facilitate collaboration between students, educators, and parents and to allow access to experts from around the world.

The core competencies are an integral feature of the curriculum redesign. They are developmental in nature and are evident in all curricular areas:

- The *thinking competencies* that involve creative and critical thinking.
- The *personal and social competencies* that are related to positive personal and cultural identity; personal awareness and responsibility; and social awareness and responsibility.
- The *communication competencies* that involve oral, written, visual and digital competencies and the ability to collaborate and reflect.

The redesigned curriculum also places emphasis on social emotional learning. CASEL (Collaborative for Academic, Social and Emotional Learning) defines social emotional learning as the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Self-regulated learning is also promoted—this involves metacognition—the awareness of one's own thinking and learning.

The *First Peoples Principles of Learning* and the Aboriginal voice and perspective are also a feature of the redesigned curriculum (Learning First Peoples, n.d.). The curriculum transformation has incorporated Aboriginal expertise at all levels to ensure that the best information has guided the work. "An important goal in integrating Aboriginal perspectives into curricula is to ensure that all learners have opportunities to understand and respect their own cultural heritage as well as that of others." (*Introduction to British Columbia's Redesigned Curriculum,* August 2015)

As part of the redesigned curriculum, assessment will shift from 'reporting' to 'communicating student learning' with an emphasis on on-going communication between teachers, students and parents.

The 2015-2016 school year is a time for teachers to explore the redesigned Kindergarten to Grade 9 curriculum with full implementation in September 2016. The Grade 10 to 12 redesigned curriculum will be explored in 2016-2017 and implemented in 2017-2018. The District's *Teaching and Learning in Diverse Classrooms* discussions have been very timely and nicely coincide with this significant Ministry curriculum redesign initiative.

Key Findings from the Literature Review

As previously mentioned, seven themes emerged from the literature review that were later consolidated into four themes (not listed in any particular order):

- **Engagement and Personalized Learning;**
- **Social Emotional Well-Being and Healthy Lifestyles;**
- **Communicating Student Learning;**
- **Technology and Learning**

The Literature Review findings are listed below under each theme.

Engagement and Personalized Learning

What Do We Know about ENGAGEMENT AND PERSONALIZED LEARNING?

Increasing student engagement is one of the key elements of educational transformation. The focus on personalized learning and the use of technology all seek to increase student engagement, thereby leading to deeper learning and improved literacy and numeracy skills. Student engagement may be defined as "the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught. Generally speaking, the concept of 'student engagement' is predicated on the belief that learning improves when students are inquisitive, interested, or inspired, and that learning tends to suffer when students are bored, dispassionate, disaffected, or otherwise 'disengaged' (Glossary of Education Reform, 2015).

Several key themes emerged from a literature review on student engagement. At the outset, it became clear that increased engagement is necessary for all members of the learning community including students, teachers, support staff, principals, parents and members of the community. Further, a strength-based approach, focusing on developing student and teacher talents, is more effective than a deficit-based approach (Gordon, 2006). And teachers and principals who are motivated, passionate and are able to create and cultivate positive relationships are in the best position to engage and empower learners and the learning community.

Engaging the school community is also important. Partnerships with the community provide opportunities for additional resources that may support children's social, emotional, physical development needs. And the resulting networks and relationships create a sense of community belonging and communicate the importance of education (Martin Black, 2004).

Bob Sullo (2007) stresses the importance of intrinsic motivation in learning and states that our biggest challenge is not how to motivate students to learn, but to create learning opportunities that tap into students' intrinsic motivation thus increasing the likelihood that they will actively engage in learning.

"Give the pupils something to do, not something to learn; and the doing is of such a nature as to demand thinking; learning naturally results."

John Dewey

Inquiry based approaches to teaching and learning were found to be highly effective (Colyer & Watt, 2014). An inquiry based approach harnesses the student's natural curiosity through open-ended questions that require learners to think critically, creatively and reflectively. Questions stemming from the learner's natural curiosity make learning relevant and connected to real-world issues – another key feature of educational transformation. Colyer and Watt (2014) remind us that inquiry based learning works best when there are high academic and behavioural expectations, coupled with a caring, cooperative and curious classroom culture.

The redesigned curriculum places a lot of emphasis on personalized learning as a means to engage learners. The term 'personalized learning' refers to a diverse variety of educational programs, learning experiences, instructional approaches, and academic support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students. Personalized learning is generally seen as an alternative to the 'one-size-fits-all' approach to schooling (Glossary of Education Reform, 2015).

Personalized learning acknowledges that not all students learn successfully at the same rate, in the same learning environment, and in the same ways. Personalized learning focuses on enhancing student engagement in learning and giving student choices—more of a say in what and how they learn—leading to lifelong, self-directed learning (*Introduction to British Columbia's Redesigned Curriculum,* August 2015*).*

There are no 'typical' learners: diversity is everywhere. The question then arises: How do we personalize learning? *Universal Design for Learning* (UDL) is one framework for differentiating learning in the classroom. UDL has three core principles, that when used in the planning process, result in more personalized learning for students (Rose & Meyer, 2002):

"Tell me and I forget; teach me and I remember; involve me and I learn."

Benjamin Franklin (1706-1790)

- **Provide multiple, flexible methods of presenting concepts;**
- **Provide multiple, flexible methods for students to express and demonstrate what they've learned;**
- **Provide multiple, flexible options for students to engage in learning by tapping into individual learner passions and preferences.**

Jennifer Katz (2012) outlines a model to complement *Universal Design for Learning*. She emphasizes the link between emotion and academics and stresses the importance of inclusive educational practices which acknowledge that learning is a continual process. She also notes the importance of systems and structures within schools that provide the leadership required to set the vision and direction for UDL.

There are many different methods for differentiating instruction but the first step is that students must believe that they can learn and that what they are learning is useful, relevant and meaningful. They also need to know that they belong in the classroom and that they are responsible for their own learning as well as their own behaviour. Educators need to build community in their classroom and really get to know their students and develop learner profiles.

"Fair doesn't mean giving every child the same thing; it means giving every child what they need."

Richard Lavoie (1989)

The physical environment is another way to personalize learning. *The Third Teacher: 79 Ways You Can Use Design to Transform Teaching and Learning* (2010) encourages us to re-think the traditional classroom set-up and explore new settings for teaching and learning. The 'one size fits all' classroom design doesn't work for all learners and we need to explore different options for chairs and desks. An environment rich in sensory experiences helps students retain and retrieve what they've learned.

Social and Emotional Well-being and Healthy Lifestyles

What Do We Know about SOCIAL EMOTIONAL WELL-BEING and HEALTHY LIFESTYLES?

CASEL (Collaborative for Academic, Social and Emotional Learning) states that social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions; set and achieve positive goals; feel and show empathy for others; establish and maintain positive relationships; and make responsible decisions. SEL programming is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful (SEL defined, n.d.).

An aspect of SEL is self-regulation. Roy Baumeister & Kathleen Vohs (2011) define self-regulation as the ability to 1) attain, maintain, and change one's level of energy to match the demands of a task or situation; 2) monitor, evaluate and modify one's emotions; 3) sustain and shift one's attention when necessary and ignore distractions; 4) understand both the meaning of a variety of social interactions and how to engage them in a sustained way, and 5) connect with and care about what others are thinking and feeling—to empathize and act accordingly. Stuart Shanker in his book *Calm, Alert and Learning (*2012) notes that self-regulation strategies support learners in five important domains: Biological (health, sleep and nervous system); Emotional (self-awareness, self-management and relationship management); Cognitive (executive functions such as planning, working memory, problem-solving and metacognition); Social (social intelligence, co-regulation); and Prosocial (empathy, respect and belonging).

"If kids come to us from strong, healthy functioning families, it makes our job easier. If they do not come to us from strong, healthy, functioning families, it makes our job more important."

Barbara Coloroso (2009)

The literature and our experience tell us it is important that there is an understanding of individual learner differences in order to "demystify" them and thereby create a sense of belonging and well-being for each student. David Sousa tells us how the special needs brain learns (2006) and how the English Language Learner brain learns (2010). However, it goes beyond understanding how different students learn; we must re-examine our views about students as learners. Norman Kunc, in a presentation to staff at New Westminster Secondary School (2014), cautioned about the "narrative of correction" that we

often use when it comes to persons with "disabilities" which "implants an identity of inadequacy." He says that our belief that teaching for "ability" which in turn leads to "opportunity" is flawed—it is opportunity that leads to ability which then leads to even more opportunity.

We also need to mindful of our students who face poverty. Eric Jensen (2009) warns us that the stress caused by poverty is cumulative and our "brains are designed to reflect the environments they're in, not rise above them" making it critical that we work on building assets for these students.

Lord Kelvin School Greening Project

In the discussions about understanding individual learner differences, we cannot forget our Aboriginal learners who still bear the lingering scars of residential schooling and other atrocities in the past (*Truth and Reconciliation Canada*, 2012). Reconciliation is not easy as the damage is deeply rooted and severe, but we must continue to strive to repair and rebuild the relationships.

"You can't change what's in your students' bank account but you can change what's in their emotional account."

Eric Jensen
(2009)

And, we need to also be mindful of our boys. Barry MacDonald (2005) reminds us that our boys have more behavioral problems in school. We need to make them feel connected and competent and he provides lots of strategies for parenting and teaching.

The importance of healthy lifestyles is another feature of well-being and successful learning. Evidence shows that the health of students is linked to their academic achievement. The Centre for Disease Control and Prevention notes that schools, health agencies and communities share a common goal of supporting the important link between healthy eating, physical activity and improved academic achievement (Health and Academic, 2014).

"Educating the mind without educating the heart is no education at all."

Aristotle
(384 – 322 BC)

And the importance of connecting with nature in today's "wired generation" is noted by Richard Louv in his book *Last Child in the Woods: Saving our Children from Nature Deficit Disorder* (2013). Louv brings together a growing body of research indicating that direct exposure to nature is essential for healthy childhood development and for the physical and emotional health of children and adults. Dan Siegel (2011) also speaks to the importance of natural environments that promote calmness and well-being and says that even the natural shade of green relaxes our mind and enhances cognitive abilities.

Communicating Student Learning

What Do We Know about COMMUNICATING STUDENT LEARNING?

Assessment is an integral part of the learning process and drives curriculum. It is critical in informing instruction, determining next steps in the learning process and monitoring student progress toward learning goals. Well designed and fair assessment practices can move learning forward, increase student engagement and motivation, and help teachers to make important decisions about what comes next.

There are many assessment methods used by teachers in their classrooms. Assessment *for, as* and *of* learning all play important roles in student outcomes. Balanced assessment practices require teachers to select the methods that best fit the purpose of moving student learning forward.

Based on the literature review on assessment, we found that quality, authentic assessment:

- Personalizes learning by involving students in self and peer assessment, criteria development and goal setting (assessment *as* learning);
- Allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning;
- Communicates clearly to the learner and parents where the student is, what they are working towards and the ways the learning can be supported;
- Makes learning visible and celebrates successes;
- Uses ungraded formative assessment to monitor student learning, providing valuable, descriptive feedback to both students and teachers regarding where they are in the learning process (assessment *for learning);*
- Uses summative assessment to evaluate achievement (assessment *of* learning);
- Separates data about achievement from data about attitudes and behaviours (e.g. taking marks off for handing in late assignments).

The redesigned curriculum provides the opportunity for educators to examine assessment practices and to select assessment methods that are best suited to the content or competency being assessed.

Technology and Learning

What Do We Know about TECHNOLOGY and LEARNING?

In the digital age, the role of the teacher is changing. No longer the 'sage on the stage', teachers must be the 'activator' who facilitates learners' access to information and, perhaps more importantly, their growth in becoming critical consumers of the vast amount of digital information available within a click or a swipe of the hand.

The literature review supports the use of technology as a transformative educational tool for teaching and learning. Michael Fullan (*Stratosphere*, 2012) believes that technology allows for:

- Teaching and learning opportunities that never existed before;
- Expanded opportunities for communication between students, teachers and parents via e-mail,, texting and other social media channels;
- Student choice in presenting their understandings of core concepts;
- Student access to information presented in multiple digital formats (text, sound, video, animation, etc.).

Fullan also reminds us that to effectively integrate technology into education, it must be:

- Irresistibly engaging for both students and for teachers;
- Elegantly efficient and easy to use;
- Available 24/7; and
- Grounded in real-life problem solving.

"In a world of rapidly changing technology, students today routinely navigate through more information in a single year than their predecessors likely encountered in a decade."

BC Ed Plan 2015/Focus on Learning

The District recognizes the challenges in making the effective use of digital technology a reality. We need a District Technology Plan to upgrade the infrastructure —and provide the support—for all stakeholders to have the resources, skills and attitudes to make teaching and learning in the digital age a hallmark of the District. The literature review has shown us that we are not alone. A 2011 survey of more than 1,000 high school teachers, district technology staff and students revealed that:

- Only 8 percent of teachers fully integrate technology into the classroom.
- Some 43 percent of students feel unprepared to use technology as they look to higher education or their work life.
- Only 23 percent of teachers feel that they could integrate technology in the classroom.

- The organizational support for the use of technology in schools is badly underdeveloped (availability of digital media, shared vision, school culture, technical support, leadership at the school, district and state levels, assessment systems, and so on). (*Integrating Technology*, 2011).

However, there are lots of things that teachers can do—and are doing—right now that support educational transformation through the use of technology. In *Digital Natives to Digital Wisdom* (2012), Marc Prensky suggests a 10 point list:

1. "Tell" less while allowing students to research the answers to guiding questions on their own.
2. Connect what is taught with real-world outcomes.
3. Help students distinguish the unchanging "verbs" (skills) of education from the rapidly changing "nouns" (tools).
4. Treat students as learning partners.
5. Employ students' own tools (particularly video and cellphones) for learning.
6. Use more peer-to-peer teaching.
7. Offer students far more choices, rather than mandating what all must read or do.
8. Allow students to be the primary users (and maintainers) of classroom technology.
9. Share success via short videos posted on sites such as YouTube or TeacherTube.
10. Regularly connect students with the world via free, secure tools such as Skype and ePals.

"These are exciting times for learners of all ages in the District", Dean Shareski emphasized during his February 23, 2015 meeting with the TLDC Working Group. He also spoke about the changing role of the teacher in the digital age. We need to empower teachers to try new technology and encourage a culture of risk. He reminded us that teachers don't have to know everything about technology—they just have to stay committed to learning. There has never been a more exciting time to be a learner.

Alan November (*Who owns the learning? Preparing students for success in the digital age*, 2014) says that one of the most important questions an educator faces today is "What is the design of the assignment?" He speculates that 80 to 90 percent of today's assignments are "googleable" and that many assignments still used today were prepared before the onset of the internet or without due consideration of its impact. Assignment design is critically important if we are to have our students reach higher levels of thinking (https://www.youtube.com/watch?v=NOAIxIBeT90).

"Students need opportunities to develop competencies required to use current and emerging technologies effectively in all aspects of their learning and life. Technology can facilitate collaboration between students, educators, parents, and classrooms while also providing schools with rich online resources. Today's technology enables classrooms, communities, and experts around the world to share digitally in a learning experience, wherever they may be" (Introduction to British Columbia's Redesigned Curriculum, 2015).

"If we teach today's students as we taught yesterday's, we rob them of tomorrow."

John Dewey (1859- 1952)

SECTION C:

What Do We Believe about
Teaching and Learning in
Diverse Classrooms?

Shared Belief Statements

After much discussion, the literature review related to *Teaching and Learning in Diverse Classrooms* led to the development of the following belief statements for each of the themes.

Engagement and Personalized Learning

What Do We Believe about ENGAGEMENT and PERSONALIZED LEARNING?

- **We believe that the engagement of all members of the school community is fundamental to learning.**
- **We believe that curiosity and wonder is fostered through creative, critical and reflective thinking.**
- **We believe that community engagement contributes to improved positive outcomes through a holistic approach to child development.**
- **We believe that differentiation is central to teaching and learning.**
- **We believe that diversity enriches the learning environment.**
- **We believe that the physical learning environment impacts student performance and well-being.**

**The Professional Cook Apprenticeship Program
at New Westminster Secondary School**

Social Emotional Well-Being and Healthy Lifestyles

What Do We Believe about SOCIAL EMOTIONAL WELL-BEING and HEALTHY LIFESTYLES?
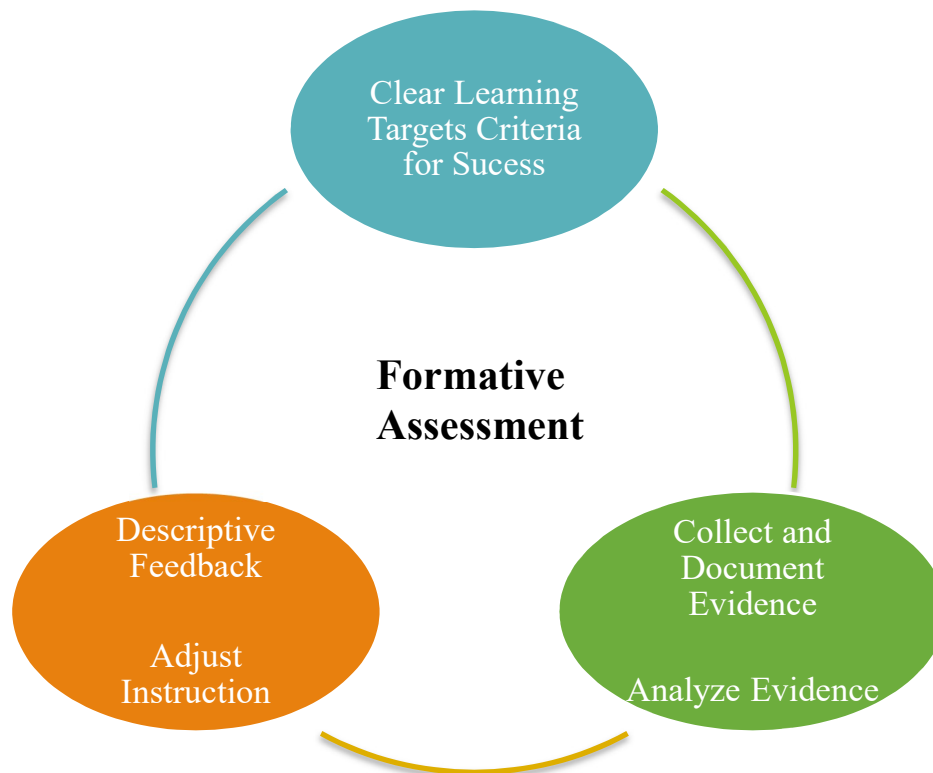
- We believe that students must be at the heart of our decisions.
- We believe all behaviour is communication which needs to be understood.
- We believe in establishing and nurturing caring and compassionate relationships so all individuals feels safe, successful and valued.
- We believe that social-emotional well-being and healthy lifestyles increase learner success.

Communicating Student Learning

What Do We Believe about COMMUNICATING STUDENT LEARNING?

- **We believe that the purpose of assessment is to communicate clear and specific feedback for teachers, students and parents to guide instruction to improve learning.**

- **We believe that student learning should involve flexible, responsive and effective formative and summative assessments.**

- **We believe that students should be actively involved in the assessment process and be able to demonstrate their learning on an on-going basis.**

- **We believe that student learning can be communicated in a variety of ways.**

Clear Learning Targets Criteria for Sucess

Formative Assessment

Descriptive Feedback

Adjust Instruction

Collect and Document Evidence

Analyze Evidence

Technology and Learning

What Do We Believe about **TECHNOLOGY and LEARNING**

- **We believe that technology provides the opportunity to enhance engagement and amplify learning.**

- **We believe technology supports the critical role of the educator to facilitate student learning.**

- **We believe that all members of the school community must be responsible digital citizens.**

SECTION D:

What Do We Want and

What Do We Do about

Teaching and Learning in Diverse Classrooms

District Priorities, Goals and Action Plans

**Feeding Change: Organic Smoothies
Program at Lord Kelvin School**

The following priorities, goals and proposed action plans were developed by asking the following key question:

Given what we KNOW about effective educational practices in diverse classrooms, and,
Given what we BELIEVE about teaching and learning in diverse classrooms;
What do we WANT in terms of goals and priorities in this area;
and based on those goals and priorities,
What is it that we DO when it comes to teaching and learning in diverse classrooms?

NOTE: 2017-2018 Priorities are in red font.

Engagement and Personalized Learning

- **We believe that the engagement of all members of the school community is fundamental to learning.**
- **We believe that curiosity and wonder is fostered through creative, critical and reflective thinking.**
- **We believe that community engagement contributes to improved positive outcomes through a holistic approach to child development.**
- **We believe that differentiation is central to teaching and learning.**
- **We believe that diversity enriches the learning environment.**
- **We believe that the physical learning environment affects student performance and well-being.**

Engagement Priority Area 1: Focus on the re-designed curriculum as a platform for engaging students.		
Goal: *"What Do We Want?"*	**Action Plan: 2016- 2017** *"What Did We Do?"*	**Action Plan: 2017-2018** *"What Do We Do?"*
E. 1a. Provide opportunities for educators to become conversant and aware of the key components of the redesigned curriculum focussed on effective teaching practices (see also Assessment).	*Curriculum Facilitators* worked with school staff, departments, and grade/subject specific teachers: professional development, planning and co-teaching the redesigned curriculum—K-5; 6-8; and 9-12 (see also Assessment).	Continue in 2017-2018
	Used staff meetings to focus on the redesigned curriculum; e.g. in-service and collaboration about what the re-designed curriculum looks like.	Continue in 2017-2018.

	Worked with our Aboriginal Education Team to support teachers with embedding Aboriginal perspectives, knowledge and worldviews in the new curriculum (K-5, 6-8; 9-12) for regular and Early French Immersion (EFI) teachers.	Continue in 2017-2018
	Provided professional development on the *First Peoples' Principles of Learning.*	Continue in 2017-2018
	Built school-wide collaboration and conversations about the re-designed curriculum. (K-5; K-7; 6-8).	Continue in 2017-2018
		Provide support to teachers for the implementation of the Applied Design, Skills and Technologies (ADST) curriculum.
		Provide support to teachers for the implementation of the Career Education curriculum.
		Establish a Book Club focussed on effective teaching practices.
		At secondary level, explore opportunities to collaborate with colleagues from other districts.
E.1b. Facilitate focussed conversations on the role of the teacher in today's classroom; e.g. re-examine the teacher as the deliverer of content.	Began conversations on the role of the teacher in today's classroom.	Continue in 2017-2018. Curriculum Facilitators to establish a discussion group on the topic of *Teaching and Learning in the Digital Age.*
E. 1c. Increase student engagement through inquiry and project based learning and	Offered *Innovation Learning Grants* to support school teams with inquiry based/ action research focussed on student engagement and personalized learning. Shared findings.	Continue in 2017-2018.

personalized learning.	Used Google share drive for the sharing of resources/lesson planning for Resource teachers.	Continue in 2017-2018.
	Used SET BC grants to support innovative practices to personalize student learning. Focussed on digital literacy. Had Digital Cafes.	Continue in 2017-2018.
		Explore establishing a digital platform infrastructure for teachers to share lessons and ideas (see Technology).
		Re-establish the *UDL Action Team* as a way to personalize learning (K-5; 6-8; 9-12).
		Examine more ways to engage English Language Learners, especially refugees and international students.
E.1d. Focus on literacy and numeracy.	Had a district-wide trial and subsequent implementation of the *Read and Write* app to support literacy.	Continue in 2017-2018.
	Implemented the *Leveled Literacy Intervention* (LLI).	Continue in 2017-2018.
	Developed School Learning Plans that are on all newly designed school websites.	Review in 2017-2018.
	Implemented the Kindergarten- Grade 1 screening assessments.	Continue in 2017-2018.
		Offer more literacy resources at the Pre-K level including phonological interventions.
		Develop primary assessments and rubrics for literacy and numeracy.
		Release K and Grade 1 teachers to review best literacy practices.

	Implemented a *Graduation Coach* for Aboriginal students.	Continue in 2017-2018
	Developed a system to track and monitor Aboriginal students' reading, writing and numeracy skills.	Continue in 2017-2018.
	Offered Community Schools programs to support literacy; eg. GrandPals, United Way Reading Oasis project at Lord Kelvin, Story and Craft, Run and Read.	Continue in 2017-2018.
	A workshop series for parents on supporting children's numeracy skills at home offered in June.	Based on feedback, this may continue in 2017-2018. Increase K-5 teacher understanding of computational thinking.
E.1e. Begin implementing the core competency skills across the curriculum.	Focused discussion on the core competencies facilitated by the *Curriculum Facilitators*. Began implementation across the curriculum K-9.	Continue in 2017-2018.
E. 1f. Increase student engagement through learning that is hands-on and relevant.	Workshops presented on Makerspaces.	Continue in 2017-2018.
	Developed a three-year district vision for Apprenticeships, Makerspaces and the ADST curriculum as part of the Youth Trades Capital Grant opportunity.	Continue in 2017-2018.
	Offered Community Schools programs to engage students outside of school hours: Mad Science, Bricks for Kids, Ukulele and Drumming programs; etc.	Continue in 2017-2018 with these and other offerings.

New Westminster Schools

Engagement Priority Area 2:
Create opportunities for professional collaboration

Goal: *"What Do We Want?"*	Action Plan: 2016-2017 *"What Did We Do?"*	Action Plan: 2017-2018 *"What Do We Do?"*
E. 2a. Increased flexibility to allow for educator <u>collaboration within schools.</u>	Created ways to release teachers; e.g. clustering students, longer days to allow for collaboration time during the day; e.g. NWSS.	Continue in 2017-2018.
E. 2b. Increased opportunities for educators to collaborate with other schools/sites—<u>collaboration across schools/sites.</u>	Provide intentional opportunities for educators to share with colleagues at other schools/sites; e.g. Shared Professional Development; *Communicating Student Learning Inquiry Team; Innovation Learning Grants*. Used the redesigned curriculum as a focus K-5; 6-8; 9-12.	Continue in 2017-2018.
E. 2c. Increased opportunities for students to collaborate on areas of interest <u>within schools and across grades.</u>		Explore providing opportunities for classrooms to work together; e.g., projects, problems or design challenges. Explore linking classrooms through technology such as MysterySkype.
E. 2d. Increased opportunities for students to collaborate on areas of interest <u>across schools and across grades.</u>	Began implementation of Google Apps for Education digital platform.	Continue in 2017-2018. Encourage classroom/student linkages between schools in the district.

Engagement Priority Area 3:
Build capacity.

Goal: *"What Do We Want?"*	Action Plan: 2016-2017 *"What Did We Do?"*	Action Plan: 2017-2018 *"What Do We Do?"*
E.3a. Increased support to educators in developing the skills and strategies to differentiate instruction and personalize learning.	Provided opportunities for educators to explore differentiation; e.g. professional development; co-teaching opportunities with *Curriculum Facilitators*. Learning discussions at school staff meetings.	Continue in 2017-2018.
	Technology Curriculum Facilitator worked with teachers (K-5; 6-8; 9-12) to explore access to technology as a tool for differentiating instruction (see also Technology).	Continue in 2017-2018.
	Encouraged educators to recognize and share personalized learning initiatives that are already happening in classrooms through share drives; e.g. Learning Services and Board Maker share drives (and eventually a digital sharing platform).	Continue in 2017-2018.
		Create a digital platform where teachers can share differentiated lessons, ideas and resources (see Social-Emotional Well-Being and Technology).
		Explore opportunities for educators to see what is being done in other classrooms, schools, districts; e.g. SET BC, ARC BC.

Engagement Priority Area 4:
Create mentorship programs.

Goal: *"What Do We Want?"*	Action Plan: 2016-2017 *"What Did We Do?"*	Action Plan: 2017-2018 *"What Do We Do?"*
E. 4a. Implement a Teacher Mentorship Program: support to new teachers and the opportunity to reflect on teaching practices.		Explore creating a Teacher Mentorship Program opportunity for new teachers. Develop a mentor/protégé system for teachers to learn from each other and grow in their practices.
E. 4b. Re-establish a Leadership Development Program: support to school leaders in establishing and nurturing engaged school communities.	Offered a *Leadership Development Program f*or Principals and Vice-Principals on a variety of topics with excellent attendance and feedback. Offered a *Book Club* for Principals and Vice-Principals with excellent attendance and feedback. Sharing of effective practices across schools.	Continue in 2017-2018. Continue in 2017-2018.

Engagement Priority Area 5:
Explore the relationship between the physical learning environment and student outcomes.

Goal: *"What Do We Want?"*	Action Plan: 2016-2017 *"What Did We Do?"*	Action Plan: 2017-2018 *"What Do We Do?"*
E.5a. Increased awareness of how the physical learning environment can affect learning and how it can be changed to support learning.		Explore in-service and training using the expertise of our Occupational and Physical Therapists (OT/PT) taking into consideration capacity issues.

| E.5b. Increased awareness of effective physical learning environment options available to support students' needs, learning styles and preferences. | Continued to explore classroom environments through collaboration with the *Learning Services Support Team.* | Continue in 2017-2018.

Conduct an environmental scan of classroom environment options that already exist to support student learning.

Create posters and visuals of classroom environment ideas (e.g. ideas in the *Third Teacher,* 2010*).*

Provide opportunities for educators to share ideas (e.g. staff meetings). |

Success Indicators:

Increase in educator collaboration and awareness about the redesigned curriculum as evidenced by participation in *District Inquiry Teams* and *Innovation Learning Grant* initiatives.

Increase in educators' use of resources related to Aboriginal perspectives in the curriculum; e.g. increase in educator consultation with the District Aboriginal staff; increase in the circulation of Media Centre resources related to Aboriginal content; and evidence of authentic use of Aboriginal perspectives in the curriculum.

Increase in student engagement and personalized learning as evidenced by the annual sharing and celebration of *Inquiry Team* and *Innovation Learning Grant* teachers' findings.

Increase in the number of locally developed courses to engage students and personalize the learning.

Increase in the use of early literacy screeners and interventions to reduce the number of at risk students.

Increase in support to new teachers through the development of a Mentorship program; increase in support to new vice-principals and principals through a Leadership Development program.

Improved student achievement as measured by:
- Student achievement indicators from District and School Learning Plans;
- Grade 4 Foundation Skills Assessments in Writing, Reading and Numeracy;
- Grade 7 Foundation Skills Assessments in Writing, Reading and Numeracy;
- Provincial Exam results for Grades 10 through 12;
- Six Year School Completion Rates;
- Grade-to-Grade Transition Rates;
- Satisfaction Surveys;
- Local literacy and numeracy assessment tools

Decrease in student vulnerability as measured by Middle Development Index (MDI).

Social Emotional Well-Being and Healthy Lifestyles

- We believe that students must be at the heart of our decisions.
- We believe all behaviour is communication, which needs to be understood.
- We believe in establishing and nurturing caring and compassionate relationships so all individuals feels safe, successful and valued.
- We believe that social-emotional well-being and healthy lifestyles increase learner success.

Social Emotional Well-Being and Healthy Lifestyles Priority Area 1: Nurture caring, compassionate and positive relationships.		
Goal: *"What Do We Want?"*	**Action Plan: 2016-2017** *"What Did We Do?"*	**Action Plan: 2017-2018** *"What Do We Do?"*
SE. 1a. Increased understanding of individual needs: 'Demystifying' learner differences.	Provided resources on the Learning Services share drive for Resource Teachers to use with colleagues.	Continue in 2017-2018.
	The Board established a *Sexual Orientation Gender Identity Committee*.	A Standing Committee of the Board.
	Tracked and monitored Children in Care at the schools using the new tracking system. District follow-up with Principals for each child in care.	Continue in 2017-2018.
		Explore professional development opportunities to create awareness and understanding (K-5; 6-8; 9-12) of: • Honouring cultural and linguistic differences; • Gender and sexual diversity. • Learners with special needs; • Difference between "fairness" and equity; • Multiple Intelligences (Howard Gardner and Thomas Armstrong); • Response to Intervention (RTI).

SE. 1b. Increased awareness of the recommendations from the *Truth and Reconciliation Canada Commission.*	Our *Aboriginal Education Coordinator* shared resources and made presentations about residential schools and other atrocities related to our Aboriginal peoples.	Continue in 2017-2018.
	Several professional development opportunities were provided to share Aboriginal perspectives; e.g. two keynote speakers on the District Pro-d day.	Continue in 2017-2018.
	Teachers took classes to see the *Witness Blanket* at the City's Anvil Centre.	Time limited opportunity.
		Provide professional development on the findings from the *Truth and Reconciliation Canada Commission* related to education.
		Work with the Aboriginal Education Advisory Committee to begin implementing the recommendations from the Truth and Reconciliation Canada Commission.
		Expand opportunities to highlight and celebrate Aboriginal culture (see the Aboriginal Education Enhancement Agreement).
SE. 1c. Increased awareness of the impact of poverty.	Participated in the Ministry of Children and Family Development funded *Poverty Project* initiative.	Continue in 2017-2018. The committee is now called *New Westminster Poverty Reduction Committee*. .

Social Emotional Well-Being and Healthy Lifestyles Priority Area 2: Promote Social Emotional Learning.

Goal: *"What Do We Want?"*	Action Plan: 2016-2017 *"What Did We Do?"*	Action Plan: 2017-2018 *"What Do We Do?"*
SE. 2a. Create a toolkit of strategies for educators and students to employ to be calm, alert and ready to learn. Increase social emotional learning.	*Zones of Regulation* is used at various schools. A joint BCTF and District Innovation grant is funding a District *Zones of Regulation Team.*	Continue in 2017-2018.
	Several schools have identified self-regulation as part of their School Learning Plans.	Continue in 2017-2018 to explore frameworks for social-emotional learning: teacher and student training in *Restitution; Mindfulness; Zones of Regulation etc.*
	Used the *Growing Up Calm and Strong* program as an intervention for students who are anxious and worried.	Expand the *Growing Up Calm and Strong* program to more grades and offer the program after school as well through Community Schools.
	West Vancouver's resource: *Strategies in the Domains of Self-Regulation* is posted on the Learning Services share drive.	Increase teacher capacity to teach the mental health curriculum as part of Physical and Health Education.
		Explore establishing a "Tool Kit" series on Self-Regulation
		Promote and share the use of *Brain Breaks* and other opportunities to move around during class.
		Provide opportunities for parents to learn about the *Mind-up* Program and other mindfulness programs used in classrooms; e.g. workshops, webinars.
		Offer Community Schools programs that engage participants in mindfulness and social-emotional learning.

SE 2b. Design physical classroom environments to support self-regulation.	Promoted learning environments that foster self-regulation –resources posted on the Learning Services share drive.	Continue in 2017-2018. Provide professional development opportunities on designing classroom environments to support self-regulation

Social Emotional Well-Being and Healthy Lifestyles Priority Area 3: Nurture positive classroom and school communities.

Goal: *"What Do We Want?"*	Action Plan: 2016-2017 *"What Did We Do?"*	Action Plan: 2017-2018 *"What Do We Do?"*
SE.3a. Encourage a culture of sharing.	Provided opportunities for educators to collaborate; e.g. *Innovation Grants* and through the *Curriculum Facilitators*. The Learning Services share drive underwent a major upgrade with more resources and the opportunity for teachers to share lessons and resources.	Continue in 2017-2018. Continue in 2017-2018. Establish a digital platform for teachers to share lessons and ideas (see Engagement and Technology).
SE.3b. Create opportunities to share and celebrate successes (educators and students.	Designed and implemented new District and School websites as a platform for the sharing and celebrating successes.	Continue sharing on new websites in 2017-2018.
SE.3c. Nurture positive school cultures.		Explore implementing *Positive/ Effective Behaviour Support.* Explore the *Link Crew* concept to develop student leaders that will mentor younger students. Find ways to meaningfully engage parents to share what is happening in our schools and seek "two way" communication.

		Collect data on how students view their educational experience—e.g. Do they like school? Do they have at least one significant adult they trust at school? Do they feel safe at school?
SE.3d. Create smooth transitions.	Transition to Kindergarten team was expanded to include key District Itinerant staff.	Continue in 2017-2018. Explore opportunities to further enhance the transition planning for students: classroom-to-classroom, school-to-school and school –to-community.
	Created the *Graduation Coach to* track and monitor at risk Aboriginal students and develop intervention and career plans.	Continue in 2017-2018.
	Community Schools programs supported students with transitions; e.g. Family Services *Stepping Up* program offered after school to Grade 5 students and the *Goddess Within* for grade 4/5 girls.	Continue in 2017-2018.
	Consistent school registration procedures on all District and School websites.	Continue in 2017-2018.

Begin focussed tracking and monitoring of the grade-to-grade transitions of Grade 10 – 12 students. Develop an intervention plan where needed to support these transitions.

Examine the effectiveness of the current articulation procedures between schools.

The District's *Early Learning Advisory Committee* will develop resources for parents to help them prepare their children for Kindergarten including video "virtual tours" of each school. |

Social Emotional Well-being and Healthy Lifestyles Priority Area 4:
Encourage student empowerment and self-advocacy.

Goal: *"What Do We Want?"*	Action Plan: 2016-2017 *"What Did We Do?"*	Action Plan: 2017-2018 *"What Do We Do?"*
SE.4a. Increased student involvement in Individual Education Plans, Annual Instructional Plans; transference of learning strategies to outside the school setting.		Explore a pilot project where students present their Individual Education Plan (IEP) to the School-Based Team and parents (e.g. West Virginia Self Determination Model). Students are actively involved in the IEP process; e.g. identifying and reviewing goals and strategies. Provide a session for parents of students with special needs to support them on their journey from "protecting" their child to "preparing" them for independence.
SE.4b. Increased student awareness of physical classroom environments that support their learning.		Provide student choices in the physical set-up of the learning environment. Support students in being self –aware of optimal physical environments for their own learning. Explore setting up classrooms with comfortable furniture; e.g. couches and chairs.

Social Emotional Well-Being and Healthy Lifestyles Priority Area 5:
Provide flexible learning environment

Goal: *"What Do We Want?"*	Action Plan: 2016-2017 *"What Did We Do?"*	Action Plan: 2017-2018 *"What Do We Do?"*
SE.5a. Explore outdoor learning environments to enhance learning.	Explored more opportunities for Community Gardens (e.g. Lord Tweedsmuir school).	Continue in 2017-2018.

	Connaught Heights Kindergarten class had "Forest Fridays" throughout the school year—opportunity for outdoor learning in the park adjacent to the school. Queen Elizabeth Elementary had "Walking Wednesdays" as a way to connect children to the outdoors. Qayqayt Elementary joined the "Garden Project" at the City's Irving House. Lord Kelvin established an outdoor classroom.	Continue to find ways to connect learning with the natural world. Explore the use of a digital platform where educators can share ideas, lessons and resources (see Engagement and Technology). Produce a guidebook on local nature programs and experts; e.g. list of nature sites to visit in New Westminster (possible collaboration with the City). Explore the possibility of planting more fruit trees on school District property (possible donations by local nurseries).
SE.5b. Increased awareness of the importance of unstructured play for child development.		Offer professional development and print resources/articles on the importance of play to healthy child development. Liaise with the *Kids New West* Committee. Provide information for parents on the importance of unstructured play to children's health and development.

Social Emotional Well-Being and Healthy Lifestyles Priority Area 6: Promote healthy lifestyles.

Goal: *"What Do We Want?"*	Action Plan: 2016-2017 *"What Did We Do?"*	Action Plan: 2017-2018 *"What Do We Do?"*
SE.6a. Develop a framework for *Comprehensive School Health* to tap into the established link between healthy students and improved educational outcomes.	Worked collaboratively with community partners (e.g. Fraser Health, Ministry of Children and Family Development, City of New Westminster, Service Providers) to focus on the four inter-related pillars of *Comprehensive School Health*: • Social and physical environment; • Teaching and learning; • Healthy school policy; and, • Partnerships and services. Activities this year included the "8 Week Walking Challenge", *Youth for Health Club* at NWSS who focussed on eating disorder awareness. The *Healthy Schools New West Committee* focussed on physical literacy and offered training for primary teachers on "Games on Mats". Offered a session on physical literacy for teachers focussed on gymnastics at the District Pro-d day.	Continue in 2017-2018. Continue with similar initiatives in 2017-2018. Continue in 2017-2018. Explore more opportunities for workshops on physical literacy.
SE.6b. Explore ways to improve and possibly expand school nutrition programs for students.	Begin the plan for a comprehensive review of the school nutrition program that includes the formal lunch program and informal breakfast and lunch programs in schools.	Implement the nutrition program review. Explore possible additional funding sources to support school nutrition programs.
SE.6c. Explore more opportunities for Sexual Health Education.	Two sessions were offered on sexual health during the District Pro-d day.	Explore more opportunities to incorporate sexual health education in our schools. Expand training opportunities for child abuse prevention; e.g. Care Kit and Kids in the Know.

Success Indicators:

Increase in the awareness and use of programs for social-emotional learning and self-regulation in classrooms to reduce the number of students presenting with anxiety and difficulties with executive functioning.

Increase in the numbers of students surveyed who feel safe and that they belong in school.

Decrease in student vulnerability as measured by Middle Development Index (MDI).

Increase in the awareness and understanding of individual learner differences as evidenced by active participation of educators in in-service sessions.

Increase in student social emotional well-being as evidenced by the annual sharing and celebration of *Inquiry Team* and *Innovation Learning Grant* teachers' findings.

Increase in student involvement in their educational programs; e.g. IEPs.

Increase in student health through the development and implementation of a Comprehensive School Health Framework for the District.

Improved student achievement as measured by:

- Student achievement indicators from District and School Learning Plans;
- Grade 4 Foundation Skills Assessments in Writing, Reading and Numeracy;
- Grade 7 Foundation Skills Assessments in Writing, Reading and Numeracy;
- Provincial Exam results for Grades 10 through 12;
- Six Year School Completion Rates;
- Grade-to-Grade Transition Rates;
- Satisfaction Surveys;
- Local literacy and numeracy assessment tools.

Elder Se'qwa:ye'nte'n and District Aboriginal Education Coordinator, Bertha Lansdowne, at the signing of the second Aboriginal Education Enhancement Agreement

Communicating Student Learning

- We believe that the purpose of assessment is to communicate clear and specific feedback for teachers, students and parents to guide instruction to improve learning.
- We believe that student learning should involve flexible, responsive and effective formative and summative assessments.
- We believe that students should be actively involved in the assessment process and be able to demonstrate their learning on an on-going basis.
- We believe that student learning can be communicated in a variety of ways.

Communicating Student Learning Priority Area 1:
Focus on the redesigned curriculum as a platform for effective assessment practices.

Goal: *"What Do We Want?"*	Action Plan: 2016-2017 *"What Did We Do?"*	Action Plan: 2017-2018 *"What Do We Do?"*
CSL.1a. Effective assessment comprised of formative and summative assessment.	Established *Innovation Learning Grants* for school teams to come up with an inquiry based/ action research proposal related to communicating student learning (K-5; 6-8; 9-12). Participants shared ideas with other educators.	Continue in 2017-2018.
	Director of Instruction, Learning and Innovation and *Curriculum Facilitators* provided workshops and in-services on formative assessment used to guide student learning and provide feedback to teachers, students and parents (assessment *for* learning).	Continue in 2017-2018
		Establish a *Communicating Student Learning Inquiry Team* to take a collaborative approach to personalizing learning and assessment (K-5; 6-8; 9-12).
		Share what educators are already doing with formative assessment (K-5; 6-8; 9-12). Explore using a digital sharing platform.

Continue in 2017-2018 to explore the following:

- Ways for students to demonstrate their learning in multiple ways/ formats;
- Ways to personalize assessment;
- Use of comment-based and rubric-based assessment;
- Digital portfolios;
- Assessment that is responsive to students who learn at different rates—multiple opportunities for students to demonstrate their learning—learning as an on-going process;
- Student self-assessment—core competencies, literacy, numeracy;
- Use/ non-use of marks.
- Importance of formative assessment to authentic summative assessment.

Create a standard reporting platform K – 12 through MyEdBC.

Establish a School Wide Numeracy Assessment; problem-based assessment.

Focus on the language used to communicate student learning and the importance of plain language. Create more translated documents for parents.

Review the Performance Standards with students and provide them with exemplars of what a 4, 3, 2, 1 looks like so they may analyse their own work.

Provide workshops and in-service on summative assessment to communicate student learning.

		Develop a District document on effective, research-based practices in assessment and reporting (K-5; 6-8; 9-12).
CSL.1b. Establish clear criteria in assessment.	Explored the use of digital portfolios as a means to communicate student learning to parents in real time or close to real time.	Continue in 2017-2018. Establish assessment practices that separate achievement from attitudes, behaviours and work habits. Ask the question: "What are we measuring?" Involve students in developing assessment criteria—clear understanding of what marks represent for students and parents. Define fairness vs. equity as it pertains to assessment in diverse classrooms.

Success Indicators:

Increase in the use of formative assessment in classrooms throughout the District.

Increase in the use of student portfolios; e.g. improved "real time" communication with students and parents.

Increase in the number of choices and modes of communication for teachers to communicate learning with students and parents.

Increase in the communication of student learning to students and parents as evidenced by the annual sharing of *Inquiry Team* and *Innovation Learning Grant* teachers' findings.

Increase in the use of assessment tools to inform teaching and intervention practices.

Improved student literacy through the use of District-Wide early literacy screening assessments and targeted interventions.

Improved student achievement through the use of local data to inform instruction: implementation of District Reading, Writing and Numeracy assessments.

Improved student achievement as measured by:

- Student achievement indicators from District and School Learning Plans;
- Grade 4 Foundation Skills Assessments in Writing, Reading and Numeracy;
- Grade 7 Foundation Skills Assessments in Writing, Reading and Numeracy;

- Provincial Exam results for Grades 10 through 12;
- Six Year School Completion Rates;
- Grade-to-Grade Transition Rates;
- Satisfaction Surveys;
- Local literacy and numeracy assessment tools.

Technology and Learning

- **We believe that technology provided the opportunity to enhance engagement and amplify learning.**
- **We believe technology supports the critical role of the educator to facilitate student learning.**
- **We believe that all members of the school community must be responsible digital citizens.**

Technology and Learning Priority Area 1: Upgrade the District's Technology Infrastructure.		
Goal: *"What Do We Want?"*	**Action Plan: 2016-2017** *"What Did We Do?"*	**Action Plan: 2017-2018** *"What Do We Do?"*
T.1a. Develop a district technology infrastructure upgrade plan.	Installed WIFI in all schools/sites; on-going infrastructure updates.	Continue in 2017-2018.
	Began re-evaluating our organizational structures for the use of technology; e.g. the computer lab.	Continue in 2017-2018.
	Designed and implemented new District and School websites.	
	Began to explore the INTRANET as a means to share ideas/ lessons/ conference with colleagues throughout the district.	Explore digital platforms for staff to share—staff portal options; e.g. Scholantis

Establish a District Technology Vision and Plan to steer the direction for the District. |
| **T.1b. Provide equitable student access to personal devices.** | | Explore Bring Your Own Devices (BYOD). Plan for the equitable access to devices for students. Design a plan to support BYOD; look at other district's BYOD implementation plans. |

Technology and Learning Priority Area 2:
Promote safe, responsible access to technology.

Goal: *"What Do We Want?"*	Action Plan: 2016-2017 *"What Did We Do?"*	Action Plan: 2017-2018 *"What Do We Do?"*
T.2a. Establish a shared understanding of digital citizenship/digital responsibility.	Began teaching students what the *Digital User Agreement* means. Lessons and resources put on the Learning Services share drive. Learning Services share drive has lessons and resources on digital citizenship and responsibility for teachers to access. Explored the rights and responsibilities associated with the use of digital media; e.g. SD 43's framework.	Focus on the consistent use of digital technology agreements throughout the district. Continue to provide the resources to support digital citizenship/digital responsibility. Explore existing programs and curriculum in other districts. Establish a scope and sequence for K- 12. E.g. Media Smarts etc. Create a common understanding of what digital citizenship/digital responsibility looks like (K-5; 6-8; 9-12).
T.2b. Teach students about internet safety.	Continued implementing the *Kids in the Know* program for grades K-8. Engaged parents in internet safety – it is a shared responsibility—Parents Night Out session featuring social media expert Sam Jingfors.	Continue in 2017-2018. Continue in 2017-2018. Embed internet safety with other kinds of safety.

Technology and Learning Priority Area 3: Implement Learning Commons.

Goal: *"What Do We Want?"*	Action Plan: 2015-2016 *"What Do We Do?"*	Action Plan: 2016-2017 *"What Do We Do?"*
T.3a. Transform libraries into Learning Commons.	Conduct an environmental scan of Learning Commons initiatives in other Districts. District *Innovation Grants* were used to explore the Learning Commons initiative.	Continue in 2017-2018. Continue in 2017-2018.

	Piloted a Learning Commons initiative at Fraser River Middle School.	Continue in 2017-2018. Position Teacher-Librarians to be curators, facilitators and mediators of digital media. Develop lesson banks on navigating and conducting research on the internet, finding age appropriate websites etc.

Success Indicators:

Development and Implementation of a District Technology Plan:

- WiFi available at all sites;
- Social media and digital citizenship protocols in place;
- Transition of libraries into learning commons;
- "Bring Your Own Device" (BYOD) model implemented and supported;
- Teacher led workshops and in-services about integrating technology in the classroom;
- Artifacts of student work completed via technology through a digital portfolio or upload to a share drive.

Increase in the effective use of technology to enhance student learning as evidenced by the annual sharing of *Inquiry Team* and *Innovation Learning Grant* teachers' findings.

Increase in student achievement through improved communication to students and parents in "real time" through the use of technology.

Increased use of digital resources to support inquiry based learning.

Improved student achievement as measured by:

- Student achievement indicators from District and School Learning Plans;
- Grade 4 Foundation Skills Assessments in Writing, Reading and Numeracy;
- Grade 7 Foundation Skills Assessments in Writing, Reading and Numeracy;
- Provincial Exam results for Grades 10 through 12;
- Six Year School Completion Rates;
- Grade-to-Grade Transition Rates;
- Satisfaction Surveys;
- Local literacy and numeracy assessment tools.

SECTION E:

Teaching and Learning in Diverse Classrooms

Concluding Comments and Bibliography
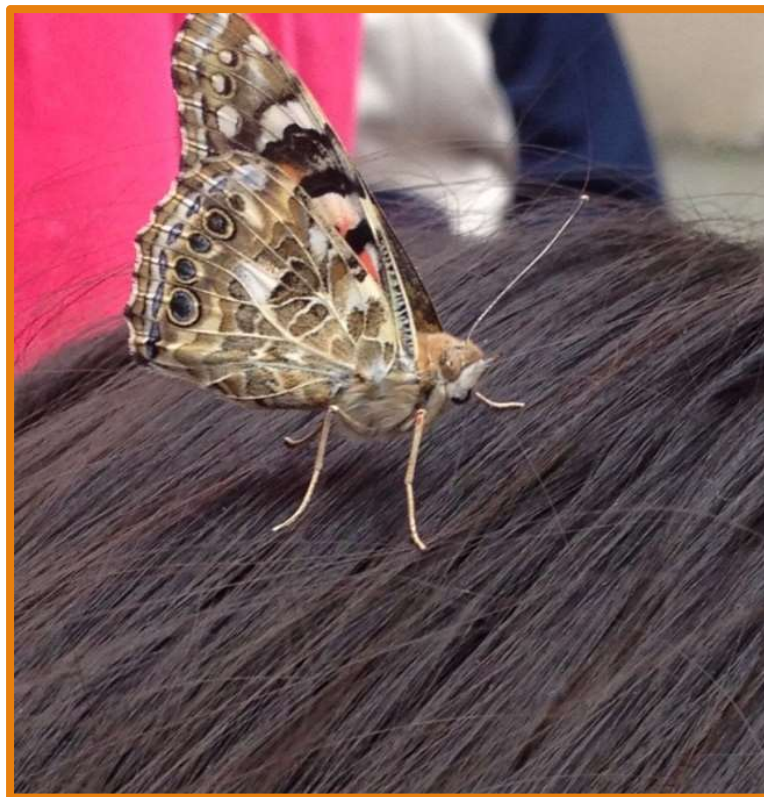
"Metamorphosis"

Conclusion

The *Teaching and Learning in Diverse Classrooms* discussion has been rich and has paved the foundation for our future actions in the New Westminster School District.   We have identified four important themes upon which we will focus our attention:

- **Engagement and personalized learning** are key elements of the current educational transformation in British Columbia.   It is important to tap into individual learner preferences and passions to ignite their motivation and desire to learn. Inquiry-based learning and project-based learning show promise in engaging students as do other frameworks such as *Universal Design for Learning* as a method of personalizing learning to accommodate learner differences and preferences. There is no longer anything 'special' about special education—diversity is the norm in today's classrooms and it is our imperative to address learner differences.

  The conversation about engagement, however, goes beyond how to engage our students. It is also important that we engage our parents and our community as key educational partners in support of our students' learning success. We believe that a holistic approach to child development that includes community engagement contributes to positive learning outcomes for students.

- **Social and emotional well-being** and **healthy lifestyles** are also critically important to learning success. Learners who can self-regulate, set positive goals, show empathy, maintain positive relationships and make responsible decisions are better equipped to be successful citizens. The core competencies that are embedded in the Ministry of Education's redesigned curriculum are also important components of social and emotional learning.

  We want caring, compassionate and nurturing learning environments where individual differences are understood and celebrated. And we also want to promote healthy lifestyles in our schools because of the important link between health and improved learner outcomes.

- **Communicating student learning** is another key feature of our *Teaching and Learning in Diverse Classrooms* findings. The purpose of assessment is to communicate clear and specific feedback for teachers, students and parents to guide instruction. We acknowledge the important role of descriptive, formative assessment to teaching and learning success. And we also see the need to allow students the opportunity to communicate their learning in a variety of ways. The Ministry's redesigned curriculum provides the opportunity for educators to examine assessment practices – assessment for, as and of learning – to select the assessment methods that are best suited to the content or competency being assessed.

- The fourth theme that emerged pertains to the **use of technology** as a transformational educational tool for teaching and learning.   This will require significant infrastructure upgrades in our district,

but we will accomplish this by developing a strategic plan focused on employing those technologies that optimize learning for students. We need to be selective and constantly evaluate the effectiveness of our use of technology so that we know it is improving the educational outcomes for our students.

An important part of the use of technology for learning is promoting the responsible use of technology. We also need to be critical consumers of the vast amount of information available in our digital age. We also need to re-examine the role of the teacher in the classroom—no longer the 'sage on the stage' but rather the 'activator' and 'facilitator' of learning.

We live in a time of rapid change so the discussion about *Teaching and Learning in Diverse Classrooms* will continue as we continually strive for greater student success in the New Westminster School District. While this document provides a district blueprint for learning success, it will be a "living document" that will be reviewed annually and revised as action plans are implemented and new trends and needs emerge.

We are all lifelong learners- students, staff, parents and community members- and it is important that we continue the dialogue and continue to reflect about *Teaching and Learning in Diverse Classrooms* in the best educational interests of our students.

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