

SD51 Framework for Learning Inquiry 2016/17

Scan - What is going on for learners in SD51?

We have reviewed the available evidence from the following sources:

- Learning observation data from classroom teachers
- Classroom level data
- School level data
- School Spirals Growth Plans
- School Community Consultation Sessions
- District level data
- All Ministry data sets

Our focus has been on the student and classroom level evidence while looking for alignment with other data sources.

Checking - Have we made a big enough difference? How will we know?

Intellectual:

We will assess numeracy and writing competency and confidence levels of all K-9 students in the Fall and Spring.

Human and Social:

We will survey all students for anxiety levels, growth mindset, self-regulation and connectedness to school, community and the environment in the Fall and the Spring. "I" statement reflections from students on these topics will also be completed.

Career Development:

An anecdotal survey of career and hands-on experiences offered will be completed by schools.

Focus - What does our District *Focus* need to be?

Intellectual: Developing student's thinking skills through a focus on Writing, Numeracy and Executive Functioning.

Human and Social: Developing Self-Regulation and Growth Mindset skills in our students and staff while focusing on connectedness to place and the environment.

Career Development: Provide greater hands on design and experiential learning opportunities for students. Build stronger connections between School, Post-Secondary and working environments.



Take Action - What can we do as a District to make a meaningful difference on our *Focus*?

Intellectual: The Writing Inquiry Team will be tasked with developing a K-12 set of recommended practices. Carol Fullerton sessions will provide instructional strategies in Numeracy that will translate into strengthening classroom practice.

Human and Social: Through the work of Leyton Schnellert and Shelley Moore, we hope to develop stronger student focused classrooms that are structured to reduce anxiety and be strength based.

Career Development: Using My Blueprint for all students in the District to develop a career pathway. Each school to provide hands on learning opportunities for all students based on design thinking and quality product creation. We will provide increased access for students to Trades training and experiences.

Developing a Hunch - What is leading to these situations?

Intellectual: We are experiencing lower numeracy and writing student self-confidence and an increasing range of numeracy needs. Student ownership of learning is an area we can grow.

Human and Social: Increased levels of social emotional stress have been observed in all schools. We have noted a decrease in student connectedness to community, home and the environment.

Career Development: The confidence of our staff to provide hands on learning opportunities regularly for our students could be better developed.

Learning - What do we need to learn?

Intellectual: Carol Fullerton is coming into SD51 to inform practice of each Primary and Intermediate teacher in numeracy. We will Initiate an SD51 Inquiry Team to focus on writing instructional practices.

Human and Social: The District has formed learning partnerships with Leyton Schnellert (Access for All Learners) and Shelley Moore (Inclusion) to support human and social learning. Growth Mindset and Self-Regulation are topics of teacher book reviews in schools to apply to instructional to practice.

Career Development: Provide design theory and hands-on-learning opportunities. Project and product based learning sequences that provide students an opportunity to show what they know in many forms.

* This document is based on the work of Linda Kaser and Judy Halbert