

SD51 District Inquiry 2019/20

Scan - What is going on for learners in SD51?

We have reviewed the available evidence from the following sources:

- Foundation Skills Assessments
- School Reads and Writes
- School Growth Plans and accompanying evidence
- Ministry of Ed Student Survey
- EDI and MDI

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

Intellectual:

We will measure thinking skills through District based measures, FSA, MEd Student Survey and Graduation Numeracy & Literacy Assessment.

Human and Social:

A survey that addresses school enjoyment, growth mindset, self-regulation and connectedness to school, community, place and the environment.

Career Development:

A survey that evidences hands-on and experiential opportunities.

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

Intellectual: To develop deeper thinking skills, while balancing the development of foundational skills in literacy & numeracy with the need to focus on metacognition through strength based assessment and experiential learning.

Human and Social: To develop student enjoyment of school, self-regulation and a growth mindset through connectedness to place and the environment.

Career Development: To improve student awareness of one's skills/competencies (strengths/stretch) by providing more hands-on learning and more opportunities to connect with school, community, post-secondary and the work place.

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

Intellectual:

- Carol Fullerton sessions will provide instructional strategies in Numeracy.
- Peter Liljedahl training for The Thinking Classroom strategies.
- More time needs to be dedicated to applying assessment practices that provide students with evidence of learning.
- Evidence based Literacy assessments & strategies in K-3.
- Staff require multiple opportunities to participate in professional learning to collaboratively strengthen classroom practices.

Human and Social:

- Through the work of Shelley Moore, teachers are learning to design lessons so that ALL students can access learning.
- Continue with supporting pedagogical shifts to playification, place-based & outdoor learning.

Career Development:

- Each school actively provides more hands-on learning opportunities for ALL students in ALL courses.
- Expanding the application of what is learned to real life.
- Special focus on ADST, computational thinking and Maker Ways opportunities tied into curricular competencies and core competencies.

Developing a Hunch - What will lead to these situations?

Intellectual: will learning be deeper and more interesting if student ownership is embedded through reflective and engaging practices?

Social and emotional: will welcoming schools that embrace inclusive practices enhance student learning and the well-being of ALL students?

Career - will more experiential learning opportunities help students develop a deeper awareness of their strengths?

Learning - What do we need to learn?

Intellectual: Continue to engage students in reflective processes to help develop thinking skills. Develop comfort in giving students an opportunity to show what they know in multiple ways and to develop a growth mindset.

Human and Social: How to enhance lesson design that accommodates students strengths' and stretches. How to more regularly use place-based learning, self-regulation and student talk.

Career Development: How to more regularly provide learning opportunities focused on design theory and hands on learning opportunities.

