

South Kelowna Elementary School Learning Plan 2018-2019

Our Mission Statement

We at South Kelowna elementary, in cooperation with parents and families, believe in providing a positive learning environment for the development of a student's full potential to become a knowledgeable, responsible and confident life-long learner within the immediate and global community.

School Motto

"Soar to New Heights!"

S.K.E.

S	Sharing
K	Kindness
E	Everyday

District Overarching Goals

District Overarching Goal:

"Each Central Okanagan School District student (K-12) will provide evidence of being a learner, thinker, innovator, collaborator, and contributor to find, follow and share their passions."

"and supporting each student to be a confident learner that graduates with dignity; purpose and opportunity"



School focus 2018-19

Social-Emotional Learning



A Mindset of Learning



INITIATIVES FOR 2018-19

Mindset for Learning and Kindness and Joy leads to

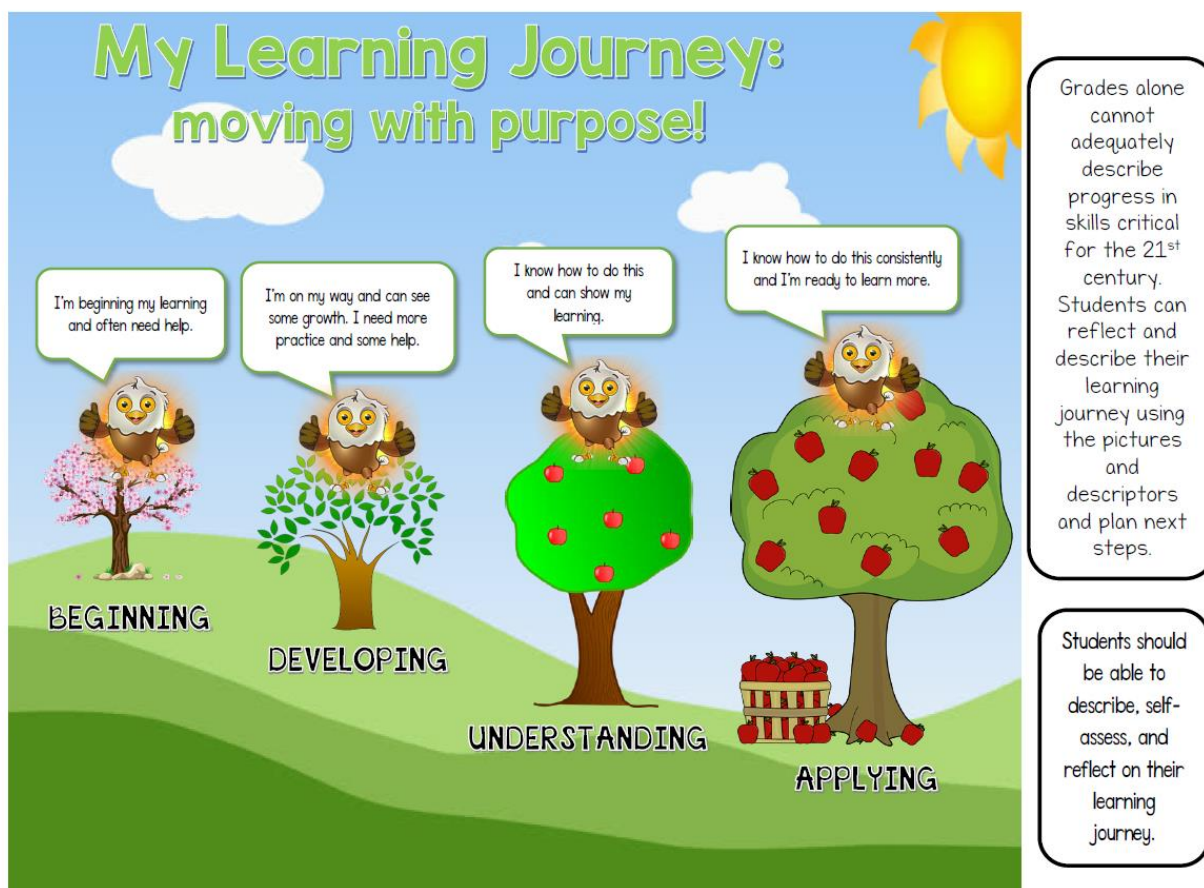
2 School Based Focusses

- Social/Emotional Learning: focusing on the wellbeing and positive growth of students, and
- Mindset for Learning: How do we develop a learning mindset? What implications does this have for our classroom environment? Differentiated learning – how do we meet the needs of unique and diverse learners?

Goal

1. To increase overall student engagement and achievement through an understanding of a learning mindset in a safe and caring environment.

South Kelowna's Learning Journey– Moving with a Purpose!



As we look ahead to our new 2018-2019 year – we will continue with our focus on

(1) Social/Emotional Learning: focusing on the well-being and positive growth of students, and

(2) Mindset for Learning: How do we develop a learning mindset? What implications does this have for our classroom environment? Differentiated learning – how do we meet the needs of unique and diverse learners?

As well as these identified focus areas the School Learning Plan:

- Inquiry-based models for learning
- OECD Principles of Learning
- Provocations
- Innovative Learning Environments
- STEM projects
- Technology-supported learning

Leadership Team at SKE Monthly Focus Assemblies



2018-2019 School Learning Plan

September – Growth Mindset 2019

September Staff Meeting:

INITIATIVES FOR 2018-19

Mindset for Learning and Kindness and Joy leads to

2 School Based Focusses

- Social/Emotional Learning: focusing on the well being and positive growth of students, and
- Mindset for Learning: How do we develop a learning mindset? What implications does this have a for our classroom environment? Differentiated learning – how do we meet the needs of unique and diverse learners?

Goal

1. To increase overall student engagement and achievement through an understanding of a learning mindset in a safe and caring environment.

Innovative Learning Communities

Our dedicated staff of educators are engaged in embedding the OECD 7 Principles of Learning into their classrooms and beyond. Our Gr. 4/5 classes have created a combined learning community.

October – Kindness

For the month of October the theme was kindness which is defined as the quality of being friendly, generous, and considerate. We looked into how we can be kind to our classmates around the school and the world in general so that we can spread kindness to as many people as possible.

"In a world where you can be anything, be kind."



The book of the month was "Be Kind" By Pat Zietlow Miller which is about being able to see that someone is down and then be kind to them not expecting anything back. It also explains that no matter if the act of kindness is big or small it makes a difference to someone.

October Challenge: Do one random act of kindness.

1. Get a stick note.
2. Write an act of kindness on it.
3. Post it on the Kindness Board.

October Staff Meeting:

Why Communicate Student Learning Differently?

- To support the implementation of our competency-driven, concept-based curriculum. As Learning is being designed differently new ways of assessing and communicating student learning are necessary.
- To ensure that parents are better informed about their child's progress.
- To empower students to take greater ownership over their own learning.
- To empower educators to more effectively communicate students' accomplishments and growth over time as they develop their unique profiles as learners in relation to the learning standards.



November

November Staff Meeting

In November we looked closer at the seven actions of assessment for learning created by **Anne Davies and Sandra Herbst**. Which outlined the following:

1. Students have a clear learning destination.
2. Students use samples to understand quality and development.
3. Students participate in the co-construction of criteria.
4. Students are involved in feedback cycles to feed the learning forward, including self- and peer assessment.
5. Students collect evidence to prove that they have learned.
6. Students set goals for their next steps.
7. Students communicate their learning to others, both formally and informally.



The 7 Principles of Learning

Adapted from OECD's *The Practitioner Guide from The Nature of Learning*

1 LEARNERS AT THE CENTRE

Learning activities should focus on cognition and growth while allowing students to construct their learning through engagement and active exploration. This calls for a mix of pedagogies, which might include guided and action approaches, as well as co-operative, inquiry-based, and service learning. The aim is to develop 'self-regulated learners'.

2 THE SOCIAL NATURE OF LEARNING

We learn through social interaction, meaning learning environments should be highly social. Co-operative group learning that is well-organised and challenging has clear benefits for achievement, as well as behavioural and affective outcomes. Opportunities for autonomous learning should increase as student's mature.

3 EMOTIONS ARE THE GATEKEEPER TO LEARNING

Learning results from the dynamic interplay of emotion, motivation and cognition. Attention to motivations by all those involved is about making learning more effective - better still if it also makes learning more enjoyable.

4 RECOGNISING INDIVIDUAL DIFFERENCES

Students differ in many ways that are fundamental to learning: prior knowledge, ability, conceptions of learning, learning strategies, interest, motivation, self-efficacy, beliefs and emotion; they differ also in socio-environmental terms such as linguistic, cultural and social backgrounds. Flexible learning environments are adaptive to individual learners in ways that are sustainable for both individuals and the group as a whole.

5 CHALLENGING ALL STUDENTS

Being aware of individual differences and needs means being able to constantly challenge learners, no matter what their starting point, to move out of their comfort zone without overloading or excessively pressuring them.

6 MEANINGFUL FEEDBACK FOR LEARNING

The learning environment clearly communicates what is expected from learners, what they are doing and why. Formative assessment should be substantial, regular and provide meaningful feedback. This should be used to constantly shape direction and practice in the learning environment.

7 BUILDING HORIZONTAL CONNECTIONS

Learning should promote connectedness by supporting students to make connections across knowledge and subjects as well as across the community and the wider world. The authentic learning this promotes helps to foster deeper understanding.

Based on the contents of
The Practitioner Guide
from The Nature of
Learning: Using Research
to Inspire Practice, OECD
Publications, 2010.
© OECD 2012 for the
Practitioner Guide.
© OECD 2010 for The
Nature of Learning: Using
Research to Inspire
Practice.

ais
NSW

Learning content from inspire.ais.nsw.edu.au

December – Perseverance --- December with Teagan Adams

For the months of December we chose to focus on the term perseverance. Perseverance means "not giving up" or "hanging in there until you complete the task you started." It's important that people understand that it will take time and lots of effort if they wish to achieve something that they really want.

"We love a Challenge!"



The book of the month was "Flight School" by Lita Judge. This book is all about working hard and being persistent in order to achieve your dreams.

November Challenge: Use none disposable water cups.

1. Bring a reusable water bottle to school every day.
2. Use your water bottle when you are thirsty.
3. Know that you are doing your part to care for our Earth.

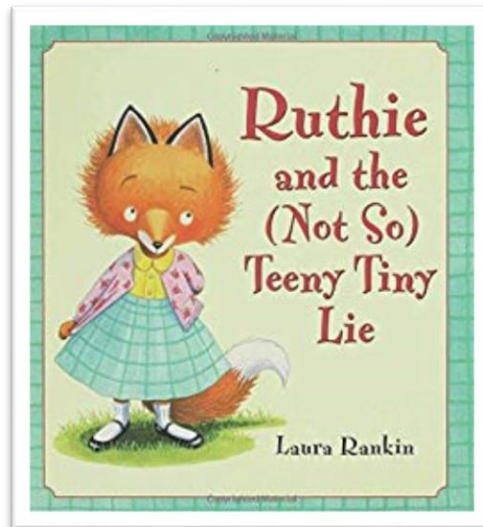


January 2019

January – Integrity

January we focused on the theme of integrity which means doing the right thing, even when nobody is watching. It is important that everyone knows to be honest even when it is hard, so that we can understand and trust one another.

"Feedback is a Gift – Accept it"



At the integrity assembly we read "Ruthie and the (not so) Teenie Tiny Lie" by Laura Rankin. This story is about lying and how standing up for the truth can help cut even the biggest mistakes down to size.

January challenge: Share examples of integrity:

1. Get a stick note.
2. Record an act of integrity.
3. Post it on the integrity board, outside the library.

January Staff Meeting:

We asked our teacher a question "What is important to you as a learner to make your learning successful when we come together?" Here are some of the answers they came up with.

CRITERIA

Group 1

I can be relevant by providing up to date applicable contributions.

I can be respectful in my listening, sharing and understandings and accepting the opinions (when different from mine) of others.

Group 2

I can share my ideas.

I can be an active, mindful listener with clear communication.

I can be calm and positive to help create a supportive and welcoming environment.

Group 3

I can share my ideas.

I can be engaged in discussions with others

I can stay on topic.

I can respect/accept other and respectfully disagree.

I can demonstrate growth mindset and be open to change.

I feel safe in asking questions about why changes are taking place.

I can work as a TEAM member.

I can take risks.

I can think "out of the box."

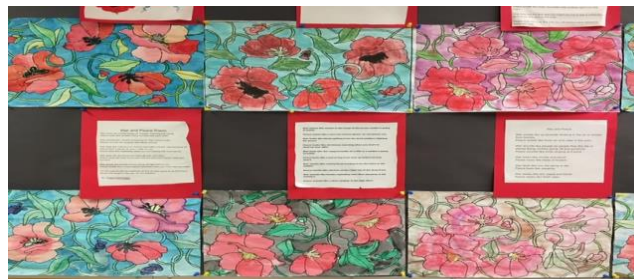
Group 4

I can be given the opportunity to discuss and share ideas in a safe, no-judgmental and kind environment.

I can share my ideas on the topic for discussion.

I can participate in providing food and drinks to enhance the meeting experience.

I can listen and appreciate the idea of others.



February – Courage & Harmony Day – Teagan Adams

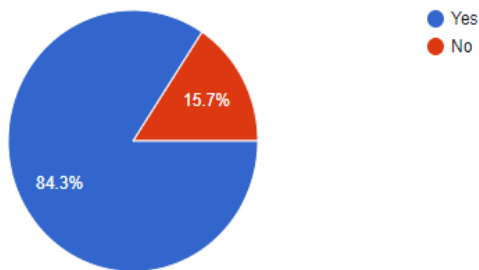
February Staff Meeting: Sharing the Families' Perspective

February we the teachers looked into how we can better represent the student's achievements so that students and their parents may better understand what they are accomplishing

In the feedback loop of communicating our initial prototype, we sought input from parents asking them questions about the redesigned report card.

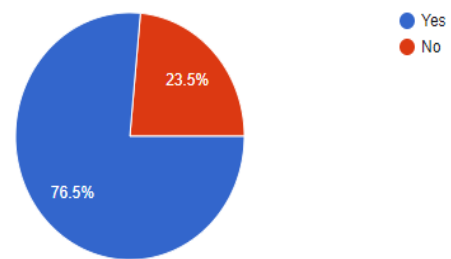
Do you feel informed about your child's progress?

51 responses



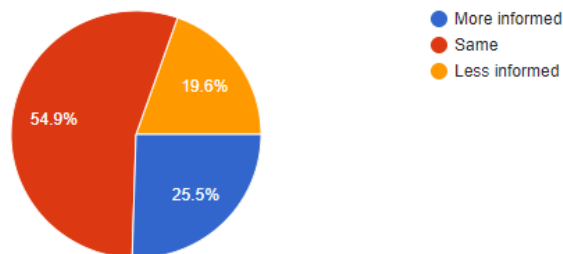
After speaking with your child, do you feel your child knows where they are on their learning journey?

51 responses



Compared to previous report cards, do you feel more, same, or less informed?

51 responses



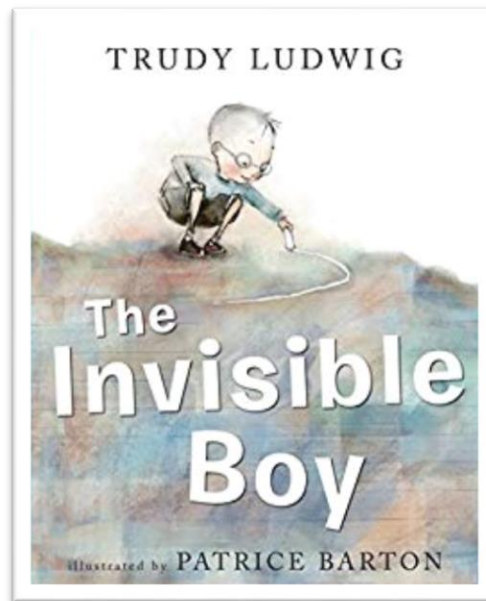
This year we want to learn from the past so that in the future we can better understand how to show students and their parents what they are learning and how well they are learning the topic. To do this we surveyed and looked at **feedback from parents** to better understand how to support parents with assessment feedback and reporting.



March – Compassion

This March we chose to look closer into the term compassion which means showing kindness, caring, and a willingness to help ourselves and others. This is a word for a very positive emotion that has to do with being thoughtful and showing empathy. Being compassionate to others is hard but it is something that is imperative for everyone to show to others in a school environment.

"I Need to Take Care of myself, so that I can Take Care of Others"



At this month's assembly we read the story of "The Invisible Boy" by Trudy Ludwig. This story focused on reaching out to someone that needed a friend.

March Challenge: Practice compassion in the following ways:

- Keep a journal to record your thoughts and feelings.
- Take time for yourself to do something you enjoy, when your body tells you to take a break.

March Staff Meeting:

Task: With a partner, list examples for each principle of the “7 Principles of Learning” that you have used or observed in your classroom this year.

(1) <u>Learners at the Centre</u> • All daily 5 • ADS • Story workshop • Choices of: topic, books, activity, research topic & how to share learning • Inquiry • Learn through play, exploration	(2) <u>The Social Nature of Learning</u> • Read with • Math games • Calendar time • ADST • Story workshop • Mindful of different learning needs/diversity • "What does social mean?"
--	---

• Engage (create) actively (stations & small groups) • Exploration (work together), plan together, social skills • Taking responsibility for learning • Self-assessment • Visuals, STEM challenges, worksheets, leadership activities • Maker center, create & inspire each other • Collaborate • Opportunities to explore • Provocations (manipulatives) • Inquiry learning (math games) • Experiments	• Social platform (tech), stickies/posting to share • Interpersonal skills • Co-criteria for this • Skill: Common, Respect, Problem Solve • Tons of partner work, peer tutoring, etc. Group/class planning for activities • Think pair – share, sitting in groups, option to work with others on activities • Free play, allowing students to work out their own conflicts • Learning community • Grateful circle • Whole school/multi-age activates • Literacy stations
(3) <u>Emotions are the Gatekeeping to Learning</u> • Have to be regulated • Zones, centers, stories • Attend to emotional/mental health...before learning • Flexibility in lessons to adapt to kids responses • Orchard scale – motivation to learn/buy in • Movements – brainstormed • 1 movement – feeling, emotions, animals, characters • Style/Genre, connections (Reading Power), questions/infer, Transform • Zones/empathy/recognition • Zones & growth mindset, moving meetings • Mindset learning, perseverance empathy • Social emotional teachings/lessons	(4) <u>Recognizing Individual Differences</u> • Flexible seating • Flexible to present your learning • Reading levels • Output in writing • Let them chill • Show & share • Flexibility/choice whenever possible (learning looks/sounds different for everyone) • Fair = meeting everyone's needs • Individual differences • I just do. How can anyone not! • Flexible learning space – fidgets • Sentences starters & open writing • Small vs. Large /one on one group instruction • Meet them where they are *respectful of think time • students share their individuality in multiple ways in classroom/school (ie verbally with in personal stories)
(5) <u>Challenging All Students</u> • Adjust / re-adjust lessons etc. As needed • Reading – ie. Chapter books (R)	(6) <u>Meaningful Feedback for Learning</u> • Writing & reading goals (conferences) • Assessment one on one

- Differentiated word work (W)
- Varied the levels (M)
- Choices
- Levels of learning, level 1, level 2, level 3 – bowling pins
- Levels, making choices for their learning providing extra opportunities
- Challenging
- Managing expectations appropriate to ability
- Yes, meeting needs of each individual by use of inquiry projects

- Clear rubrics/criteria, FreshGrade, self-assessments
- Criteria – co-constructing (Me & students – Dance)
- Giving feedback daily basis individually & including class in each other's goals so they can help each other
- Oral feedback & conferencing
- Mastery – finish things fully to best of ability
- Rubrics, criteria, co-created criteria, reflection, FreshGrade

(7) Building Horizontal Connections

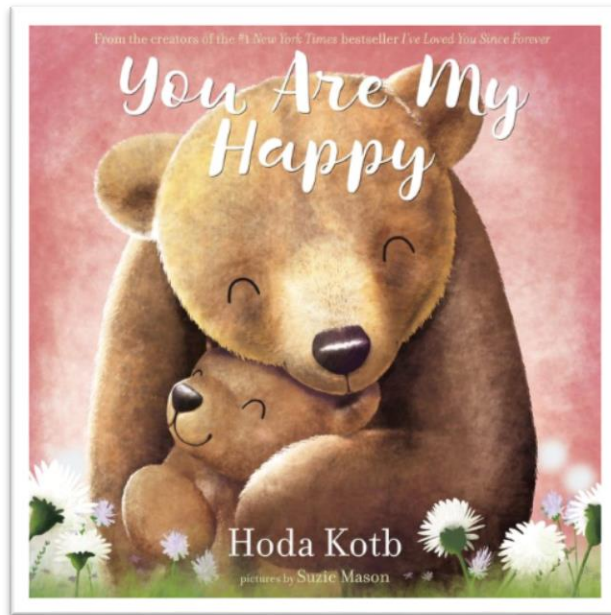
- Buddies
- SS – reading, writing, art
- Integration
- Dabbling – connect – curriculum/classroom, same language & World events
- History of Song
- Growth mindset & leadership
- Isn't this what we are all about? Even using the Orchard visual in in all aspects not just academics.
- Reading books & doing art connected with other curriculum (nonfiction)
- Connect it to sports etc. people we know
- Storytelling circle
- Leadership activities



April – Joy & Happiness

This month's theme was Joy & Happiness which comes from being aware of our life and appreciating the little things we have. Because when we appreciate the small little things that happen every day we can have a better outlook in life.

"Appreciate the little things"



The book of the month was "You Are My Happy" by Hoda Kotb. This book tells a story of a mama bear and a baby bear reflecting on the joyful events of the day.

April Challenge: Make a gratitude list – a gratitude list is when you write out all the things you are grateful for in your life. Some examples might be:

- Reading a good book.
- Spending time with friends or family.
- Feeling the warm sun on your back.
- Enjoying nature like flowers, birds, and animals.
- Quite time outside listening to the sounds of nature.

April Staff Meeting:

The discussion for the April staff meeting was about Insights EdPlan.

EdPlan	
Home	- For P/T conferences/new student - Student profile - Type last name of student - Pulls up data

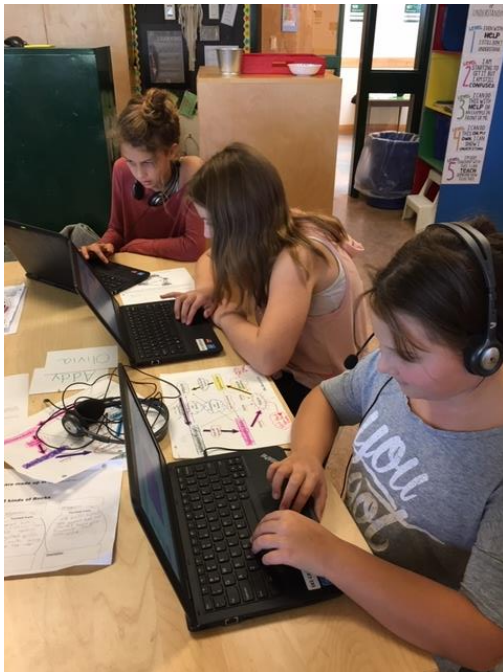
Support for students – to meet needs of each child

Assessment Data

- PM benchmark data
- Don't put a # - if not done, just leave it blank

New

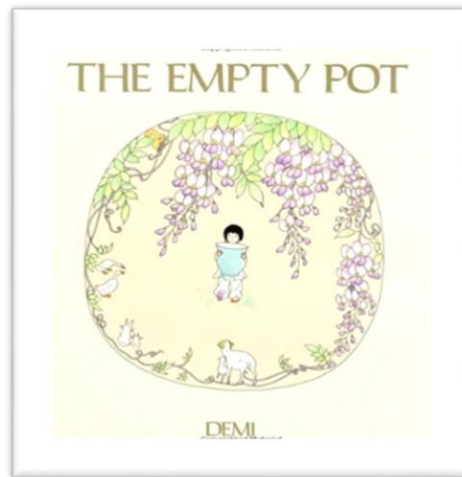
- Oral language – for SLP – reports
- RTI class
 - o All assessments on child broken down into a pyramid at the beginning of the year



May – Achievement

May's theme is achievement which is the process of achieving something. It is something you strive to complete successfully, by using your effort, courage, or skill. This is to teach students that it will not always be easy to accomplish what they want but if they use the skills at their disposal and enough effort they can achieve anything they believe they can.

"I Got This!"



This month's book was "The Empty Pot" by Demi which tells the story of a boy trying to achieve his dream of being an emperor. But to do so he has to put in all his skills and the effort in order to achieve this dream.

May challenge: Create a vision board where you draw, cut & paste, write or attach ideas that will inspire you to work towards your goal.

May Staff Meeting:

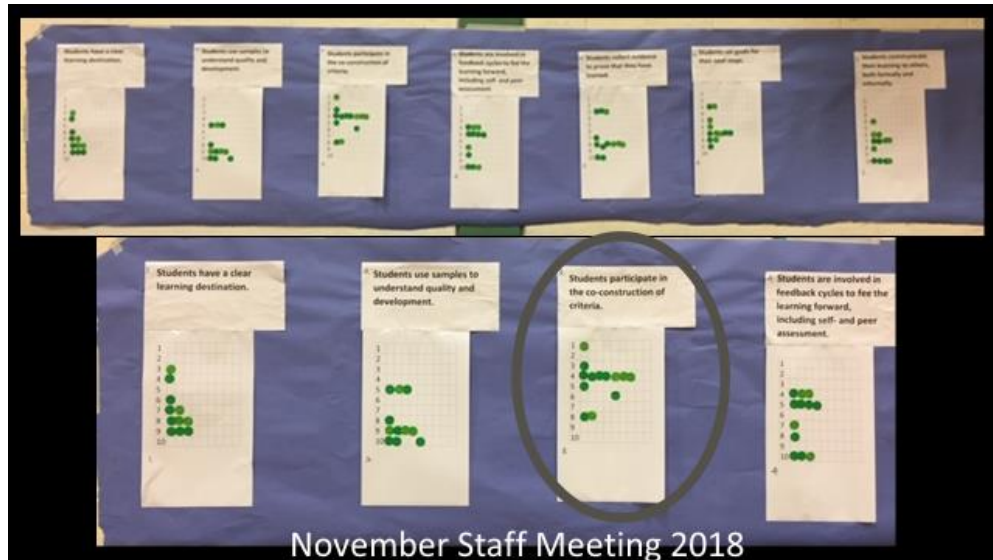
For the may staff meeting we started to look back to see how far we have come from the beginning of the year in regards to the Assessment of Learning and Reporting.

Assessment for Learning

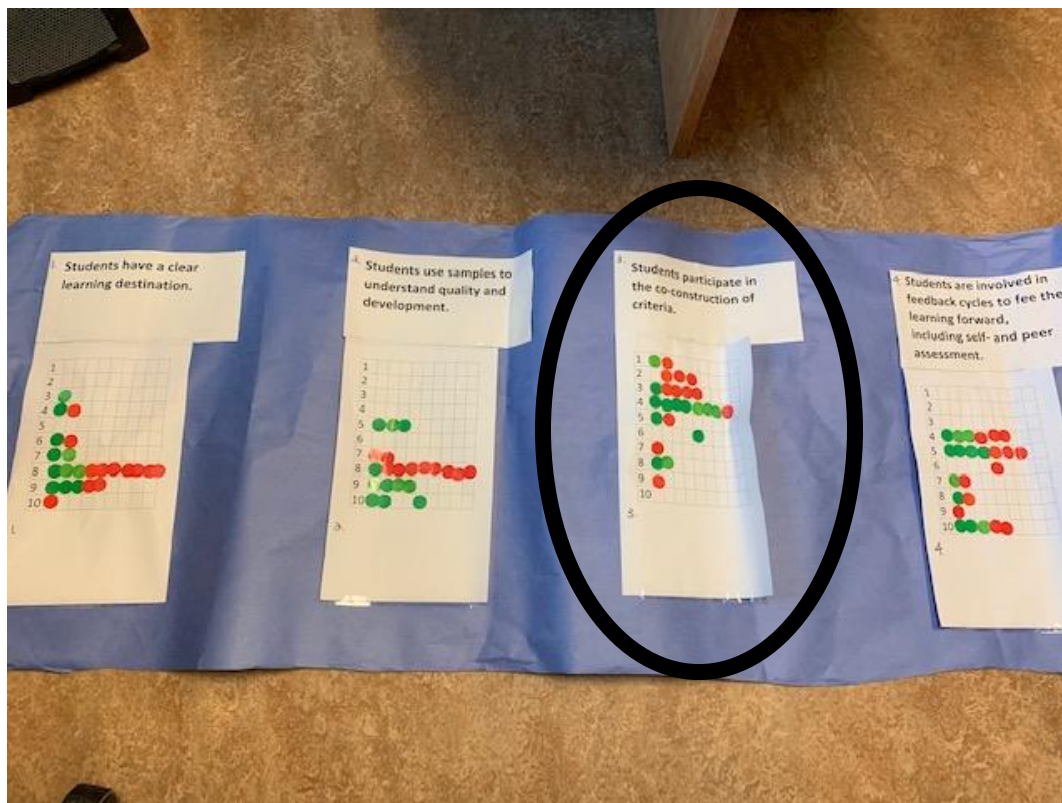


Students participate in the co-construction of Criteria

This is the area we identified as a staff in November that we needed more practice and experience with. As you can see below, after additional resources and support, we realize it will take more time to develop this area into our teaching and learning journey.



May 2019



June

June Staff Meeting:

During the staff meeting we were talking about what questions to ask for the student interview online questionnaire. The options that we chose from were:

- How often do you do kind things for others? (Never / Once or Twice a month / Once or Twice a week / Three times per week or more / About once a day)
- What helps you be the best learner?
- What area in school would you like more help with?
- I learn best when...
- What helps you to be your best learner?
- Here are some ways that I show kindness to others: (Students fill out the answer)
- At school, what would you like more help with?
- What do you do at school when you are challenged?
- Can you name two people at school who believe that you will be a success in life?
- What are you learning and why is that important?
- How's it going at SKE?
- What do you want to learn next? What kind of learner are you?
- What helps you to be the best learner?

In the end these are the questions that we thought were the best for the students of South Kelowna Elementary.

I learn best when..... *

Your answer

At school, what would you like more help with? *

Your answer

Here are some ways that I show kindness to others..... *

Your answer

How often do you do kind things for others? *

Your answer

Click here to view the results.

<https://docs.google.com/spreadsheets/d/1aUUa-jDIgm6UGtw4kkNO5y9ywpX6It4iCVRwvB8tP1Q/edit?usp=sharing>

Summary of the Results:

I learn best when.....

Students indicated a variety of ways they learn best and all classrooms have learning environments with a variety of seating options and multiple opportunities for students to learning in a variety of ways. The classroom environments are constantly being revised and updated to suit each learner the best way possible.

At school, what would you like more help with?

More than half the students reported requesting more help with **MATH**. They also indicated continued support with writing is was appreciated.

As a result of our own scan and this student data, we as a staff, we have decided to include a math focus for our 2019-2020 school year.

Here are some ways I show kindness to others.....

Students indicated many ways to share kindness. Ideas such as opening doors, picking up garbage, smiling, sharing, paying attention, including others, playing with everyone, being nice, caring, encourage them, using manners, and pay complements.

The main way where almost all the students expressed kindness was through **HELPING**.

How often to you do kind things for others?

Students indicated that they **showed kindness** in one way or another at least **ONCE EVERYDAY**.



