

**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 Westminister**

**AGENDA**

Item	Action	Info	Presenter	Attachment
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*The New Westminister 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: <i>Calling on the Medicine Wheel</i>		X	J. Grant	
b) Digital Portfolios		X	M. Naser	
3. Reports from Senior Management				
a) Teaching and Learning in Diverse Classrooms		X	J. Grant	<i>Enclosed pg. 1</i>
b) School Goals		X	J. Grant	
3. General Announcements				
4. New Business				
5. Adjournment				

# Teaching and Learning in Diverse Classrooms

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# Teaching and Learning in Diverse Classrooms

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**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**





## Teaching and Learning in Diverse Classrooms

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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 mentioned 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.





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# Teaching and Learning in Diverse Classrooms

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## Teaching and Learning in Diverse Classrooms

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### 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):



# Teaching and Learning in Diverse Classrooms

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





# Teaching and Learning in Diverse Classrooms

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# Teaching and Learning in Diverse Classrooms

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**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 program**



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 be 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.

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.

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.





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 with 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 email, 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

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

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 100 schools found that



# Teaching and Learning in Diverse Classrooms

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





## Teaching and Learning in Diverse Classrooms

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

about

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about





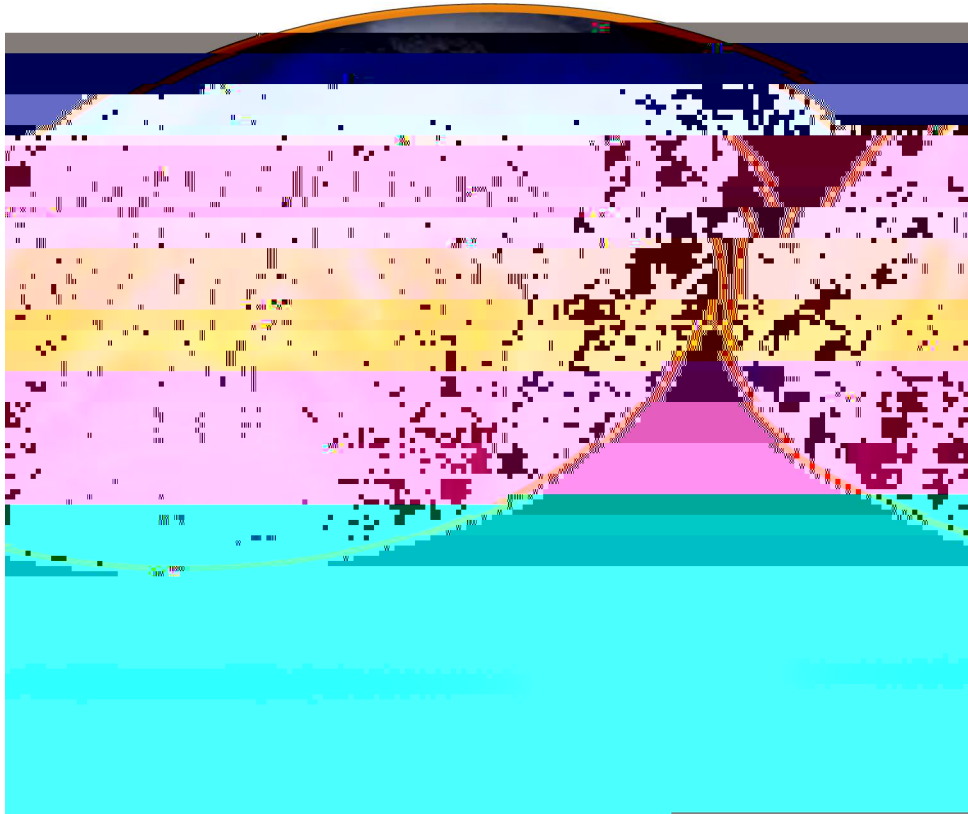


# Teaching and Learning in Diverse Classrooms

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**about**





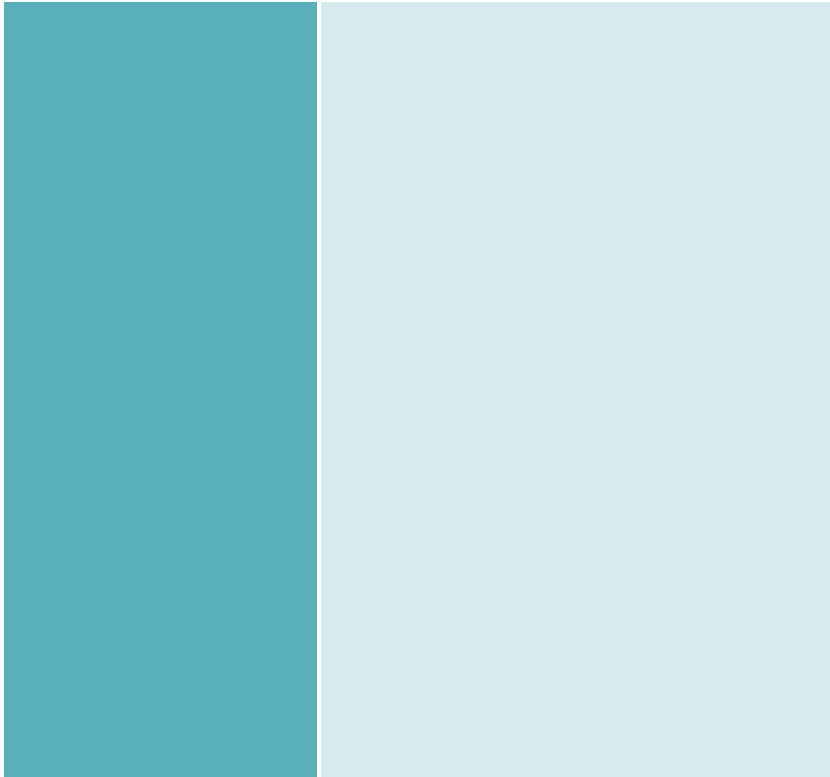
# Teaching and Learning in Diverse Classrooms

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# Teaching and Learning in Diverse Classrooms

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# Teaching and Learning in Diverse Classrooms

“What Do We Want?”	“What Did We Do?”	“What Do We Do?”
	<p><b>Provided opportunities for educators to explore differentiation, eg professional development, co-teaching opportunities with Curriculum Facilitators Learning discussions at school staff meetings</b></p> <p><b>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).</b></p> <p><b>Encouraged educators to recognize and share personalized learning initiatives that are already happening in classrooms through sharedives, eg Learning Services and Board Makers sharedives (and eventually a digital sharing platform).</b></p>	<p><b>Continue in 2017/2018</b></p> <p><b>Continue in 2017/2018</b></p> <p><b>Continue in 2017/2018</b></p> <p><b>Create digital platform where teachers can share differentiated lessons, ideas and resources (see Social-Emotional Well-Being and Technology).</b></p> <p><b>Explore opportunities for educators to see what is being done in other classrooms, schools, districts, eg SET/BC, ARC/BC.</b></p>



# Teaching and Learning in Diverse Classrooms

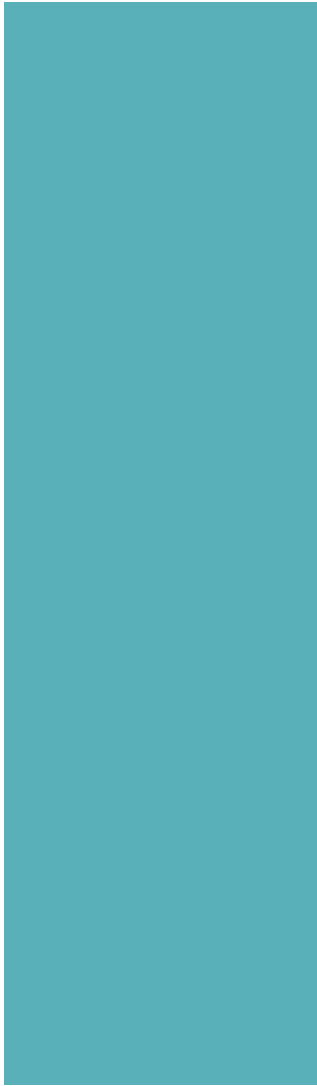
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# Teaching and Learning in Diverse Classrooms

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## Teaching and Learning in Diverse Classrooms

	<b>Promote learning environments that foster self-regulation – resources posted on the Learning Services share drive</b>	<b>Continue in 2017/2018</b>  <b>Provide professional development</b>
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“What Do We Want?”	“What Did We Do?”	“What Do We Do?”
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**Comprehensive School Health**



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# Teaching and Learning in Diverse Classrooms

Continue in 2017/2018 to explore



## Teaching and Learning in Diverse Classrooms

		<b>Develop a District document on effective, research based practices in assessment and reporting (K-5 68 912).</b>
	<b>Explored the use of digital portfolios as a means to communicate student learning to parents in real time or close to real time</b>	<b>Continue in 2017/2018</b>  <b>Establish assessment practices that separate achievement from attitudes, behaviors and work habits. Ask the question "What are we measuring?"</b>  <b>Involve students in developing assessment criteria—clear understanding of what marks represent for students and parents</b>  <b>Define fairness vs equity as it pertains to assessment in diverse classrooms</b>



# Teaching and Learning in Diverse Classrooms

- 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

“What Do We Want?”	“What Did We Do?”	“What Do We Do?”
	<p><b>Installed WiFi in all schools/sites, on going infrastructure updates</b></p> <p><b>Began evaluating our organizational structures for the use of technology, eg the computer lab</b></p> <p><b>Designed and implemented new District and School websites</b></p> <p><b>Began to explore the INIRANET as a means to share ideas/ lessons/ conference with colleagues throughout the district</b></p>	<p><b>Continue in 2017/2018</b></p> <p><b>Continue in 2017/2018</b></p> <p><b>Explored digital platforms for staff to share – staff portal options, eg Scholastic</b></p> <p><b>Establish a District Technology Vision and Plan to steer the direction for the District</b></p>
		<p><b>Explore Bring Your Own Devices (BYOD). Plan for the equitable access to devices for students</b></p> <p><b>Design a plan to support BYOD, look at other district's BYOD implementation plans</b></p>



# Teaching and Learning in Diverse Classrooms

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	<p><b>Pilot a Learning Commons initiative at Fraser River Middle School</b></p>	<p><b>Continue in 2017/2018</b></p> <p><b>Position:</b> Teacher Librarians to be curators, facilitators and mediators of digital media</p> <p><b>Develop lesson plans on navigating and conducting research on the internet, finding age appropriate websites etc.</b></p>
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## **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 inservices 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 teacher findings**

**Increase in student achievement through improved communication to students and parents in “real time” through the use of technology**

**Increase use of digital resources to support inquiry based learning**

**Improved student achievement as measured by:**



# Teaching and Learning in Diverse Classrooms



**“Metamorphosis”**



## Teaching and Learning in Diverse Classrooms

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**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:**

**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.**



## Teaching and Learning in Diverse Classrooms

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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 strict blueprint for learning success, it will be a ‘living document’ that will be

# Teaching and Learning in Diverse Classrooms

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