



**BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)**

**EDUCATION COMMITTEE
AGENDA**

Wednesday, January 24th, 2018 from 2:30-4:00 pm
School Board Office – Gibsons, BC

- 1) Board / Authority Authorized Courses
- 2) Goal 1.a. - Early Learning
- 3) Goal 1.d. - Social Emotional Learning
- 4) Goal 3.b. - Collaborations
- 5) Reg. 2840 (Student Reporting)
- 6) Curriculum (standing item)
- 7) Parent Engagement (standing item)



Board/Authority Authorized Course Framework Template Applications for Learning 10

School District/Independent School Authority Name: Sunshine Coast	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD46
Developed by: D. Galazka, J. Marquis updated by R. Pednaud	Date Developed: Originally Sept. 2011
School Name: All Schools in SD46	Principal's Name: Mark Sauer
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Applications for Learning	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Learning Assistance student as identified by the School Based Team/Student Support Services (Psycho-educational testing (or pending), achievement testing, establishing the existence for special needs).

Special Training, Facilities or Equipment Required:

Staff should be familiar with the Ministry of Education Special Education policies and expectations for training and course work for Learning Assistance. Special Education Resources Teachers and secondary school curriculum. Staff will be trained and have several years' experience working with Special Needs students and adaptations for learning.

Course Synopsis:

In this course, students will receive instruction in study skills, organization, test taking and time management strategies. They will receive assistance in utilizing these strategies as they apply to everyday work from the regular classroom. They will receive instruction in and assistance utilizing strategies for personal development of skills in areas of learning that are of concern to struggling students. They will prepare for the writing of provincial literacy and numeracy assessments. They will work both independently and cooperatively with staff, peer tutors and other students. Students in this course will recognize their own unique learning style and how to "tap" into it by being provided with the time and

independence to develop their own skills. Students will also develop social relationships with other students and in group work settings. Students will be assessed periodically to determine gains in use of learning strategies instruction in such area as spelling numeracy, reading comprehension and word identification and increased written output. Finally, students will receive effective monitoring and support for their own learning strategies goals.

Goals and Rationale:

This course was originally developed by teachers in North Vancouver School District as a Board Authorized Course in 2006. The course was approved by North Vancouver School Board and has subsequently been approved and given a course code by the Ministry of Education (course code YAPLN10). It has been adapted and modified by a variety of districts in the province and has supported many students through to successful graduation. We have adapted their organizational structure instructional component and assessment component to suit our own district's needs.

This course is for students with learning difficulties or identified learning disabilities, students having difficulty learning course content, students who need support with their course work and students who have been recommended through School Based Team and/or the Counsellor. This course has been designed to help meet the learning needs and emotional needs of students with learning difficulties, chronic health issues, physical disabilities and identified learning disabilities. Skills including self-awareness, self-advocacy and self-determination will also be taught and discussed. It provides direct instruction in effective learning skills and strategies that are needed to become self-aware, independent, successful learners. Teachers work with the core content course work and specific remediation strategies to support learning and successful completion of provincial assessments in the area of literacy and numeracy and meeting the core and curricular competencies of students' classes.

The primary focus for students taking this course at the grade 10 level will be on more intense instruction in various organizational and study skill techniques, support with strategies and skills implementation, assistance with fostering social relationships, test-taking skills and consistent use of test taking strategies. The students will be closely monitored for skills development in the areas of organization and homework completion. This course will provide students with the opportunity to learn strategies to assist with their lifelong learning and independence.

Aboriginal Worldviews and Perspectives:

This course is open to all students and as this course is a course that focusses on the act of learning and skill acquisition. The First Peoples Principles of Learning will be followed in teacher planning.

Following the suggestions of *Aboriginal Worldviews and Perspectives in the Classroom: Moving Forward*, there will be an emphasis on connectedness and relationship through the use of experiential learning, traditional teaching, community involvement and emphasis on identity.

Central to the notion of aboriginal worldviews is:

- Strengths based learner centered practice – educators will get to know their students as individuals and configure instruction to connect their interests and build on their strengths to engender study skills, confidence and enjoyment in learning.
- Students will be encouraged to become self-aware grounded in knowledge of learning goals, cultural background, allegiance and affiliation and other identity markers.
- The course will acknowledge and celebrate the cultural identities of all students represented in the learning cohort.

Course Name:

Grade:

BIG IDEAS

Students will acquire, practice and develop organizational skills to facilitate learning.

Students will acquire practice and develop strategies, tactics and skills as applied to learning tasks.

Students will understand and develop their own learning styles and study skills.

Students will develop skills in working cooperatively and independently.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Apply the requirement for perfect/near-perfect attendance understanding that 80% of success is “just showing up.” • Maintain the appropriate record-keeping tools to accurately record homework from each class with specific details • Keep binders and instructional material organized • Demonstrate appropriate work readiness and time management during Apps for Learning time • Utilize various study skills as presented in class (study techniques, online strategies, etc.) • Use graphic organizers and other remediation strategies learned to enhance demonstration of knowledge skills and abilities • Demonstrate the ability to follow daily routines. • Develop an understanding of and describe their learning disability/style • Describe how their disability affects their learning • Use appropriate language to describe their learning profile • Demonstrate the appropriate steps to become an effective self-advocate • Investigate, with assistance, how best to approach their learning style and record successful strategies. • Work independently and collaboratively as a part of a group • Plan for self-advocacy with subject and contact teachers, EA’s, counselors, principals when necessary regarding their learning style • Participate in setting personal goals and objectives in their IEP. • Demonstrate appropriate role modeling both in the classroom and outside the 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • How to set realistic goals in challenging areas of learning. • A variety of reading comprehension skills and strategies to help with their own reading • How to draft, edit and produce a final copy of written work • How to create a plan and show time management strategies for large project work • The definition of the term “self-advocate” • Their own learning style and how best to tap into their own mode of learning • Various study skills and learning strategies in regular classrooms • Know the difference between being assisted and enabled as a student

classroom

- Use appropriate “think-pair-share” reading techniques as well as other literacy techniques to aid in their reading
- Recognize and plan to read at their reading level and choose appropriate reading material
- Analyze their own progress rate, discuss with staff and make changes to strategy to adjust learning progress

Curricular Competencies – Elaborations

record-keeping tools – including but not limited to online calendar/planner/school app/teacher blogs and websites

time management – including the ability to prioritize tasks, chunk tasks into manageable components, abide by deadlines, etc.

study skills – test taking strategies, online study tools, small study groups, etc.

graphic organizers – Venn diagram, chart, divided pages, concept map, story map, web diagram etc.

learning profile - identifying and noting their strengths, weaknesses, and preferences

self-advocate – the ability to ask for help with and promote one’s own learning

Content – Elaborations

self-advocate – the ability to ask for help with and promote one’s own learning

Recommended Instructional Components:

- Direct teacher based information
- One on one peer and teacher based instruction
- Collaborative group work
- Modeling
- Brainstorming
- Video/audio recordings
- Computer research
- Computer assisted learning

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Formative - practical application – working in LC classroom, computer assisted learning, assignments

Summative - record keeping – daily planning, logs, assessments and tests, social responsibility

Performance methods:

- Subject teacher anecdotal input
- Participation in LC class
- Assignment/test completion
- Daily planning/log completion

Personal communication:

- cooperative/collaborative group work
- independent work
- self-assessment

Other:

- assessments on reports
- assessment of successful application of study skills
- thoroughness of organization and recordkeeping
- self-assessment and teacher generated rubrics

Assessment Details:

It is done on an ongoing basis and includes teacher and student assessment of:

- in class acquisition and use of organizational and learning skills
- application of skills and strategies in daily work and tests
- application of skills and strategies in other subject areas
- self-monitoring of skills and strategies
- self-advocacy

Assessment Methods:

- teacher observation
- student reports

- student-teacher conferences
- feedback for demonstrated self-advocacy
- checklists
- rubrics, teacher and student gathered
- rating scales
- teacher logs
- binder/homework etc. checks

Learning Resources:

Textbooks by subject

Video and audio materials related to subject curriculum

Assisted reading technology

Dragon voice

Text to speech

Access to digital text and other online adaptations

Computer/tablet/laptop access



**Board/Authority Authorized Course Framework Template
Foundations of Inquiry 10**

School District/Independent School Authority Name: Sunshine Coast	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD46
Developed by: Mark Sauer/Wendy Charters	Date Developed: November 10, 2017
School Name: All Schools in SD46	Principal's Name: Mark Sauer
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Foundations of Inquiry	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 100-120

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required:

Course Synopsis:

Foundations of Inquiry 10 is a process-based course reflecting the necessary skills for effective participation in contemporary society. Learners will participate in inquiries that are designed to be a complex combination of structured learning with intentional opportunities for students to create, design, imagine along with developing new possibilities. Students will cycle through the stages of inquiry in an overt, intentional and purposeful manner across the curriculum, at the appropriate times for the appropriate purpose.

The course structure is intended to reflect a gradual release of responsibility model and empower students to guide their own learning both through the secondary and post-secondary models.

Goals and Rationale:

Inquiry is necessary for successful participation in our social democratic society. The current and emerging skills required of our contemporary knowledge society require that what learners are able to do is more important than what they know. The natural learning process is invoked through curiosity, which leads to questioning, exploration and the pursuit of these questions in order to satisfy this curiosity. The intent of this course is to identify the knowledge, skills and attitudes reflective of an effective inquiry stance toward learning in order to support students in investigating required or self-selected content. Based on the new curriculum, the course further engages the student in a reflective piece aimed at addressing the Social/Emotional aspect associated with their learning.

Inquiry emphasizes the process of learning in order to develop deep understanding in addition to the intended acquisition of content, knowledge and skills. Inquiry draws upon a constructive learning theory where understanding is built through the active development of conceptual mental frameworks by the learner.

Students come to the classroom with preconceptions about the world. Teaching practices must draw out and work with students pre-existing understandings and make student ‘thinking’ visible and central to the learning. At its heart inquiry is a process of metacognition. The purpose of this course is to bring this metacognition to the forefront AS the learning and have students demonstrate their ability to identify the various forms of inquiry – across domains and disciplines and the stages of inquiry as they move through them, experience failure and stagnation at each level.

Foundations of Inquiry 10 recognizes that the new curriculum being implemented by the Ministry mandates an investment into the Core Competencies of learning, namely Thinking, Communication, and Social/Emotional reflection. The ultimate aim of Foundations of Inquiry 10 is to support students in developing the necessary skills to address these broad-based core competencies as they are introduced within the educational context and beyond.

Aboriginal Worldviews and Perspectives:

In considering topics for this course, students will consider Aboriginal worldviews and perspectives. They will demonstrate cultural awareness and consider indigenous world views on their inquiry topic. The First Peoples Principles of Learning will be followed in teacher planning.

Following the suggestions of *Aboriginal Worldviews and Perspectives in the Classroom: Moving Forward*, there will be an emphasis on connectedness and relationship through the use of experiential learning, language and culture, traditional teaching, the power of story, community involvement: process and protocols, emphasis on identity, engagement with the land, nature, the out of doors, local focus, awareness of history.

Two major indigenous methods of inquiry will provide a foundation for guiding students through the course. One is the **vision quest** in many forms as used by Indigenous Peoples across Canada. The second one is the concept of a **walk about** (as per Maurice Gibbons theories) as used by Aborigine Peoples of Australia.

BIG IDEAS

<p>Demonstrate an understanding of the foundational elements of inquiry and the non-linear and organic nature of individual inquiry.</p>	<p>Demonstrate the ability to create and explore “good” questions.</p>	<p>Designing and executing a personal and/or collaborative inquiry plan from inception.</p>	<p>Developing the ability to collaborate to support and provide effective feedback to the inquiry process of others.</p>	
--	--	---	--	--

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Identify and use the terminology of inquiry • Compare and evaluate a variety of research methodologies for purpose and accuracy • Identify the elements foundational to all inquiry • Develop a compelling question that is, generative, interesting (to self and others) and is challenging to answer. (Authentic) (This is the overarching question) • Develop a subset of questions that both hone in on and broaden the overarching inquiry • Critically and skeptically analyze questions • Analyze and evaluate topics and options • Develop questions and evaluate these questions • Investigate and gather data through various methods – print and digital research, connecting with experts, personal study, experimentation etc. • Organize and theme gathered data/evidence/information 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • the terminology of inquiry • a variety of research methodologies • how to examine questions • what an authentic question is • how to identify patterns and connections • methods of gathering data including: print and digital research, connecting with experts, personal study, experimentation etc. • the difference between gathered data/evidence/information • how to differentiate between feedback about their work and personal criticism

- Synthesize and construct learning from inquiry
- Express findings by **curating**
- Reflect on learning for next steps, and further question identification
- Separate feedback about their work from personal criticism
- Identify points throughout the inquiry process when support is required and who or what resource will best meet the need
- Contribute to the inquiry process of others
- Identify and articulate aspects of the inquiry process that are effective
- Identify and articulate aspects of the work that require more detail, are confusing/vague/unsupported
- Prioritize components that require further attention
- Collaborate to develop a plan of action for moving the inquiry forward
- Developing questions and evaluate these questions
- Investigating and gathering data through various
- Organizing and theming gathered data/evidence/information
- Synthesizing and constructing learning from inquiry
- Expressing findings by **curating**
- addressing the **Social Emotional component of the learning**
- Reflecting on learning for next steps, and further question identification
- **Examine evidence**
- **Examine pattern and connection**
- **Examine supposition**
- Why it matters (who cares?)

Big Ideas – Elaborations

- Good questions are a foundation to any inquiry. Breadth & depth, compelling, ‘rich’, critical, rigor – answers require construction of knowledge, learning products.
- Understanding the difference between project-based learning and problem-based learning in inquiry.
- “What is the one question students need to know in order to really understand a particular topic?” Galileo framework

Curricular Competencies – Elaborations

- **Terminology of Inquiry** including: authenticity, data, evidence, supposition, collaboration, synthesis, feedback vs. criticism
- **Analyzing and evaluating topics and options** for their generative capacity
- **curating** - careful selection of artifacts and information for the “narrative” or story
- **Investigating and gathering data** through various methods – print and digital research, connecting with experts, personal study, experimentation etc.
- **Social Emotional component of the learning** – how children 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.
- **Examine evidence** - how do we know what we know?
- **Examine pattern and connection** - what causes what?
- **Examine supposition** - how might things have been different?

Content – Elaborations

Terminology of inquiry including:

- Authenticity
- Data
- Evidence
- Supposition
- Collaboration
- Synthesis
- Feedback vs. criticism

Recommended Instructional Components:

All instruction will be conducted in the context of inquiry investigation, analysis, application and reflection and using an inquiry stance as the primary process for instructional engagement with a variety of content – student selected, teacher identified and/or mandated by curriculum

- On-going nature of the inquiry cycle as initial questions lead to greater questions which lead to the need for on-going reflection and revision - synthesizing, analyzing, evaluating etc.
- A variety of individual, partner, small and whole community learning experiences – both face to face and digitally as appropriate to task – principles of effective group work always being utilized
- Structured dialogue and discourse- synchronously and asynchronously, face to face and digitally
- Interdisciplinary study
- Student self-directed, educator supported and facilitated learning plans Use of experts from around the world via virtual connectedness

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Formative Assessment:

- Clearly articulated and understood learning intentions and success criteria
- Questions posed by students, peers and teachers to move learning forward
- Discussions and dialogue
- Feedback that is timely, clear and involves a plan
- Students as resources for themselves and others – peer and self-assessment and engagement in ongoing communication with instructor
- Student ownership
- Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals.
- Development, awareness and action, based upon metacognition intended to lead to learner independence and self- coaching.

Summative Assessment:

- Summative assessments will be determined as students demonstrate proficiency/mastery toward particular competencies.
- Summative assessments and final grades will reflect the following: Students will work collaboratively with the teacher to determine summative achievement on assignments and letter grades based upon dialogue, evidence of learning, and self-assessments.

Learning Resources:

- Personal learning device available for use/agenda for reflection/visual journal
- Stable wireless

- Digital Portfolio tool
- Online digital tools – Potentially Moodle



**Board/Authority Authorized Course Framework Template
Peer Tutoring 10 - 12**

School District/Independent School Authority Name: Sunshine Coast	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD#46
Developed by: Chris Lekakis	Date Developed: November 2017 (revised from 2007)
School Name: All Schools in SD #46	Principal's Name: Chris Lekakis
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Peer Tutoring	Grade Level of Course: 10,11,12
Number of Course Credits: 1-4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): N/A

Special Training, Facilities or Equipment Required:

Students will need a classroom setting for the Peer Tutor training and small classroom settings for the 1 to 1 Peer Tutoring sessions.

Course Synopsis:

This course is for students who are interested in helping others, teaching, or service leadership. Students who take Peer Tutoring will assist other students or groups of students who are having difficulty learning course content, students who need support with their course work and students who have been recommended through School Based Team and/or the Counsellor. **This course has been designed to help students understand the role of an educator and have experience supporting students. It is not intended to take the place of a teacher or support staff.**

Goals and Rationale:

This course prepares and motivates students to provide leadership and assistance to individuals in order to meet their needs. Students will develop social responsibility while acquiring skills in communication, interpersonal relations, coaching, leadership, team- work and conflict resolution. They will apply these skills in peer tutoring settings. Students will acquire a lifelong appreciation, value and acceptance of a growth mindset.

Peer tutors will work with sponsor teachers to come up with Peer tutoring assignments which will provide direct instruction in effective learning skills and strategies that are needed to become self-aware, independent, successful learners. The primary focus for students taking this course at the grade 10 level will be to help other students be aware of their strengths and weaknesses and help them create a plan to address these challenges. Practical skill sets will be to support students with Response to Intervention strategies and skills implementation, assistance with fostering social relationships and a Growth Mindset. This course will provide students with the opportunity to learn strategies to assist students with their learning by using their personal skill sets to foster independence and success. The Peer Tutoring course elevates the self-esteem of the tutors, those tutored and, ultimately, raises the moral of the entire student population.

Aboriginal Worldviews and Perspectives:

This course is open to all students and focusses on the act of learning and skill acquisition.

Sponsor teachers will apply the Attributes of Culturally Responsive Schooling and the First Peoples Principles of Learning as frameworks for their planning of the service leadership and peer helping experiences and assignments they design with the Peer Tutoring students. Peer Tutoring students themselves will have the opportunity to examine the Attributes of Responsive Schooling and the First Peoples Principles of Learning as part of their explorations of how to assist others in the learning process.

Central to the notion of Aboriginal worldviews is:

- Guidance, experiential opportunities, patience and time - peer tutors will learn how to support learning approaches that are embedded in memory, history, language, culture and story.
- Strengths-based, learner-centered practice – peer tutors will get to know their students as individuals and configure instruction to connect learning to student interests and build on students’ strengths to engender study skills, confidence and enjoyment in learning.
- Emphasis on identity – peer tutors will explore their own identity, including cultural background, allegiance and affiliation and other identity markers, and work with their students to do the same. The course will acknowledge and celebrate the cultural identities of all students represented in the learning cohort.
- Engagement with the Land, Nature, and the Outdoors – peer tutors will learn about connectedness and relationship through place-based learning, and will have the opportunity to learn how to connect the learners they are supporting to place and community.
- Traditional Teaching - peer tutors will learn how to use a number of traditional teaching pedagogies, such as Dr. Martin Brokenleg’s *Circle of Courage*, the Eight Ways of Aboriginal Learning or the Four Blankets of Resiliency with students in order to support their growth in understanding the well-being of self, family, community and land and the interconnectedness of all living things.

Course Name:

Grade:

BIG IDEAS

Students will understand and develop their own learning styles and study skills.

Students will acquire practice and develop strategies, tactics and skills as applied to learning tasks.

Building the skills of Lifelong Learning will help us adapt and thrive

Students will develop skills in working cooperatively and independently.

Students will acquire, practice and develop organizational and communication skills to facilitate learning

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>The responsibilities of a Peer Tutor are:</p> <ul style="list-style-type: none"> • Demonstrate professionalism and respect for all peoples and an ongoing openness to learn. • Demonstrate personal awareness and responsibility through diverse experiences and make connections to community and place. • Assess personal transferable skills and determine which skills need further developing. Use self-assessment and reflection to develop awareness of their strengths, preferences, and skills. • Demonstrate respect, collaboration, and inclusivity in working with others to solve problems • Demonstrate positive behaviour, work ethic, attitude and attendance • Demonstrate confidentiality • To work collaboratively with the sponsor teacher • Keep binders and instructional material organized • Demonstrate appropriate work readiness and time management during scheduled Peer Tutoring Assignments 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Communication Skills and how they are developed • Their own learning style and how best to tap into their own mode of learning • Know the difference between being assisted and enabled as a student • How to set realistic goals in challenging areas of learning. • The definition of the term “Growth Mindset” • The definition of the term “Response to Intervention” • Various study skills and learning strategies in regular classrooms • The Characteristics of Aboriginal Worldviews and Perspectives as well as Culturally Responsive Teaching and Learning

- Utilize a **Growth Mindset lens** as presented in class when working with other students. (Strength Based approach to learning)
- Develop an understanding of and describe their learning style and how it can be used to help others.
- Use appropriate language to describe their client's **learning style**
- Investigate, with assistance, how best to approach their learning style and record successful strategies in using it to help others.
- Participate in setting personal goals and objectives.
- Demonstrate appropriate role modeling both in the classroom and outside the classroom
- Recognize and reflect on how to address challenges
- Analyze their own progress rate, discuss with staff and make changes to strategy to adjust learning progress

Big Ideas – Elaborations

Lifelong learning - may be broadly defined as learning that is pursued throughout life: learning that is flexible, diverse and available at different times and in different places. Lifelong learning crosses sectors, promoting learning beyond traditional schooling and throughout adult life (ie post-compulsory education).

Curricular Competencies – Elaborations

Learning style – the ability to describe how a student prefers to learn

Time management – including the ability to prioritize tasks, chunk tasks into manageable components, abide by deadlines, etc.

Study skills – test taking strategies, online study tools, small study groups, etc.

Learning profile - identifying and noting their strengths, weaknesses, and preferences

Content – Elaborations

Growth Mindset – people believe that their most basic abilities can be developed through dedication and hard work.

Response to Intervention - Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning.

Recommended Instructional Components:

- Video/audio recordings
- Direct teacher based information
- One on one peer and teacher based instruction
- Modeling
- Brainstorming

- Computer research

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Formative – reflective journal, Learning log, assignments

Summative – record keeping – daily planning, logs, assessments and tests, social responsibility

Performance methods:

- Subject teacher anecdotal input
- Participation in Peer tutoring session with students
- Assignment/test completion
- Daily planning/log completion

Personal communication:

- cooperative/collaborative group work
- independent work
- self-assessment

Other:

- Debriefing with Subject Teacher
- Feedback from student tutored
- assessment of successful application of study skills
- thoroughness of organization and recordkeeping
- self-assessment and teacher generated rubrics

Assessment Details:

Student evaluation will be based on the student meeting the competencies. It is done on an ongoing basis and includes teacher and student assessment of:

- in class acquisition and use of organizational and learning skills during peer tutoring sessions
- self-reflection around Communication core competency
- self-monitoring of skills and strategies
- self-advocacy

Assessment Methods:

- teacher observation
- student reports
- student-teacher conferences
- checklists
- rubrics, teacher and student gathered
- rating scales
- teacher logs

Learning Resources:

Mindset by Carol Dweck

Response to Intervention model

Textbooks by subject

Video and audio materials related to subject curriculum

Additional Information:



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Sunshine Coast	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 46
Developed by: Sarah Mani	Date Developed: November 17, 2017
School Name: Elphinstone Secondary School	Principal's Name: John Brisebois
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Leadership 10, 11, 12	Grade Level of Course: 10, 11, 12
Number of Course Credits: 4	Number of Hours of Instruction: 100

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required:

Course Synopsis:

This course is designed to have students strengthen and utilize their skills in leadership for self / community / school. They will get certified in Toastmasters, plan and put on events to positively impact the world around them.

Goals and Rationale:

This course is designed within our school to teach leadership skills to motivated students who then become an integral part of planning and carrying out school activities. These activities fall under the window of student-led assemblies, intramural activities and community/global events. Through the leadership curriculum, students will learn what it means to be a leader and reflect upon their own leadership skills and styles to become more effective in their role within the school. Specific skills that students learn in this

course are goal setting, communication, organization, planning, conflict resolution, and public speaking. These skills are applied within the school and community when planning events, leagues, dances, and peer helping/counseling.

Aboriginal Worldviews and Perspectives:

Below are the First Peoples Principles of Learning from FNEESC. Bolded are the shared learning foci between this Leadership course and Aboriginal Worldviews and Perspectives:

- **Learning ultimately supports the well-being of the self**, the family, **the community, the land, the spirit**, and the ancestors.
- **Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).**
- **Learning involves recognizing the consequences of one's actions.**
- **Learning involves generational roles and responsibilities.**
- Learning recognizes the role of indigenous knowledge.
- **Learning involves patience and time.**
- **Learning requires exploration of one's identity.**
- **Learning involves recognizing that some knowledge is sacred and shared with permission and/or in certain situations.**

The Leadership students will work closely with the Aboriginal team to ensure inclusiveness and honour for all students. Certain events highlighting Aboriginal traditions will be planned accordingly with the district Ab Ed team.

BIG IDEAS

Leadership is an ONGOING PROCESS

Make events and activities HAPPEN to help benefit others

Believing the NEED of SERVICE and stepping in to fulfill the need

ENHANCE public speaking and experience comfort in expressing oneself

AWARENESS of SELF and balance of life

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Volunteer:</p> <ul style="list-style-type: none"> • Being accountable – actively sign up and actively attend with a purpose • Find and fill volunteer opportunities <p>Teamwork:</p> <ul style="list-style-type: none"> • Take authentic action • Acknowledge a needed role and actively participate in that role that supports a group • Hone collaboration skills and efforts • Develop interdependent skills that focus on the unit as a whole <p>Tone/Culture setting in the school:</p> <ul style="list-style-type: none"> • Accept and promote diversity – see diversity as a strength • Work on school spirit and encourage involvement and ownership <p>Balance:</p> <ul style="list-style-type: none"> • Learn time management skills • Prioritize the aspects in their lives • Organizational skills – efficiency <p>Goal setting:</p> <ul style="list-style-type: none"> • Learn to set goal – self / team / school • Understand deadlines and acknowledge the importance of realistic deadlines • Learn the importance of preparation and planning for different scenarios <p>Communication:</p> <ul style="list-style-type: none"> • Learn to be clear, concise and provide timely communication 	<ul style="list-style-type: none"> • Conflict resolution • Problem solving • Interpersonal skills • Communication skills • Leadership styles / theories • Social responsibilities • Goal development / effective planning • Collaborations skills

Communication (cont):

- Determine the difference between thoughts, ideas, opinions, facts and rumors

Big Ideas – Elaborations

- Leadership – to learn through content and experience
- Making real life events happens (start to finish) and reflect upon these events (in the middle and end) to have future events even better from what was learned and changed
- Service is ongoing through volunteer opportunities and expanding involvement – learn through doing, reflecting and changing
- Public Speaking – there are numerous opportunities for students to lead assemblies, grade-wide meetings and class events
- Self-Awareness – understanding one’s comfort zone and appropriately stretching it. Learning comes from the ability to expand oneself – students need to challenge themselves by redefining self-success. Using a growth mindset can rewire thinking to accept challenges and overcome fears

Curricular Competencies – Elaborations

- Accountability – learn various degrees of accountability to the organization / individuals / small and large groups / teams / committees / community
- Authentic Action – participate with purpose. Learn how to reflect on practices and acknowledge change and be able to implement those changes to future events
- Acceptance of Diversity – the practice of Inclusion – the ability to transfer those skills to all facets of life
- Balancing Life – managing life’s pressures and prioritizing
- Goal Setting and re-evaluating – understanding that this is an organic process that is in constant fluctuation
- Communication – understanding and practicing difference voices. Reading a situation and determining what should/needs to be said in order to have a positive impact

Content – Elaborations

Leadership Styles

- Front, middle, behind – understanding the different roles and techniques each style possesses and how/when to implement those styles

Communication

- Seek out avenues where different communicative styles are presented: workshops on conflict resolution, create role model scenarios where individuals assume roles and students must respond appropriately to move the group forward

Recommended Instructional Components:

- Direct instruction
- Indirect instruction
- Independent instruction
- Brainstorming
- Group work
- Individual work
- Modelling
- Self-evaluation
- Group evaluation
- Video
- Journal activities

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

- **25%** of the grade will be class participation and enthusiasm. This part of the grade will reflect on the ability of the student to perform duties independently. The mark in this area will also reflect course attendance as a daily mark out of 5. This will be a personal and social responsibility mark.
- **30%** of the grade will be based on the completion of assignments handed out during the course. These assignments are designed to help students gain the skills needed to become great leaders and follow closely with the unit themes.
- **35%** of the grade will be based on school and community projects and volunteer hours. During the course of the year students will receive project and volunteer points, which will be accumulated to determine the grade at the end of each term. Each student will be responsible for at least one individual project, one group project, one intramural event, and will complete a leadership newsletter during one month of the year. Other optional activities to gain points may also be accumulated.
- **10%** of the grade will be based on the student leadership journal, which will have the student's reflections of events, planning logs, and other information used to plan activities.

These weighted assessment aspects are flexible given the personalized curriculum of Leadership 10. Following the Principles of Quality Assessment, there will be constant communication between student and teacher that will highlight strengths, reflective points and areas of improvements. These discussions will follow a student led conference style.

Learning Resources:

- Journals
- Various movie clips such as:
 - The Outsiders
 - Can't Buy Me Love
 - Hoosiers
 - The Power of One
 - Stand and Deliver
- Toastmaster Speaking manual
- Student Leadership manual (teacher compiled)



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Sunshine Coast School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 46
Developed by: Michael Sopow	Date Developed: November 22, 2017
School Name: Elphinstone Secondary School	Principal's Name: John Brisebois
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Sport Performance 10, 11	Grade Level of Course: Grade 10, 11
Number of Course Credits: 4	Number of Hours of Instruction: 100

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required:

The teacher should have a background in physical education or human kinetics. Weight room and gymnasium, Olympic bars and weights, dumbbells, squat rack, bands, plyometric boxes, speed and agility ladders, and access to multimedia equipment.

Course Synopsis:

Students will be introduced to physiological and psychological concepts related to enhancing sport performance. Specific performance-enhancement techniques are discussed and evaluated in terms of appropriateness to the performance need.

Goals and Rationale:

This course serves to promote a healthy active lifestyle and lifelong learning, while also providing students with the skills and knowledge necessary to improve their performance in sport. An appreciation for the personal benefits of high level training and physical fitness will be

developed in students. Students will also learn the principles of training the human body and the specific methodologies that suit their individual development and to promote a lifetime of fitness.

Aboriginal Worldviews and Perspectives:

Although this course focuses on sport and teamwork, strong parallels can be made between the course emphasis and First Peoples Principles of Learning. Perhaps the most relational aspect are the following principles:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.

Students will experience the relationship between self (personal responsibility), team (family) and organization (community) in aspects of training ones' body and mind. In the world of sport, there are numerous correlations between team and family, and organization and community. Thinking on oneself is too limiting for any athlete. Understanding that in even individual sports, athletes represents more than just themselves.

Aspects of holistic and reflective training is paramount for any athlete. Making these connections and expanding one's training scope and knowledge follows closely the above second principle. By "listening" to the body and understanding how to properly address training plateaus increases the likelihood of personal and team success.

In any facets of an athletes' life, sacrifices are a natural process. Learning involves recognizing the consequences of one's actions – consequences can either be positive or negative. Students will learn that athletes need to make difficult decisions in order to maintain or improve their level of health. Many of these decisions may go against the peer norm but will have huge positive results in the long run.

BIG IDEAS

There are several fitness components that athletes can train to improve their sport performance.

Training methodologies can be adapted for specific sports.

Mental health is just as important as physical health when training for a sport.

Rest and nutrition are key components to staying healthy and participating in sport.

Following an organized training plan can help athletes achieve their specific goals.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Training Principles</p> <ul style="list-style-type: none"> • Participate in a dynamic warm-up and cooldown. • Utilize a training program to improve the various fitness components involved in sport. • Evaluate, monitor, and adapt a training program through testing and data collection. • Be introduced to new training strategies that can be incorporated into a training program. <p>Power and Strength</p> <ul style="list-style-type: none"> • Use appropriate weight room etiquette and proper safety procedures. • Use various body weight exercises to build muscular endurance and build a strength foundation. • Be introduced to functional resistance training techniques. • Start to develop proper technique for the Olympic lifts and introduce the simpler lifts into their training program. <p>Speed and Agility</p> <ul style="list-style-type: none"> • Use explosive lifts and training techniques to improve speed. • Participate in exercises designed to increase speed. • Learn and use the components to begin to develop athletic agility. <p>Nutrition</p> <ul style="list-style-type: none"> • Design and analyze a nutritional plan. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Understand the components and strategies for a good warm-up • Understand the components and strategies of a good cooldown. • Develop a fitness pyramid that illustrates the various components of sport performance. Ex. Speed, agility, power, muscular endurance, rest, etc... • Demonstrate an understanding of how basic exercises affects physical performance. • Understand which exercises will improve which muscle groups. • Demonstrate an understanding of proper form and technique for the Olympic lifts and resistance training exercises. • Know the appropriate number of reps and sets to improve strength gains for each exercise. • Understand the requirements for developing athletic agility and explosive power. • Identify the different nutrients required for optimal performance. • Explain the importance of pre and post activity meals. • Analyze the effects of poor nutrition on athletic performance. • Identify the effects of recreational and performance-enhancing drugs. • Analyze the correlation between poor physical conditioning and the frequency of injuries.

Injury Prevention

- Identify and incorporate various injury prevention strategies (warm-up, cool-down, flexibility, etc...)
- Use different taping techniques to prevent injuries.

Sport Psychology

- Participate in mental rehearsal, imagery, goal setting and other mental skills techniques.
- Use appropriate activities for personal stress management and relaxation.

- Understand the healing process and the sequence of events that need to occur before an athlete can return back to play after an injury.
- Demonstrate an understanding of mental training skills for peak performance
- Understand the value of setting and modifying goals to develop personal fitness and physical abilities.

Big Ideas – Elaborations

The “Business” behind Sport – students will be exposed to numerous career opportunities that go beyond the aspect of the athlete

- Physiotherapist
- Chiropractor
- Personal Trainer
- Coach
- Strength Trainer
- Sport Psychologist
- Etc.

Curricular Competencies – Elaborations

More than just a Sport – student will understand and be able to explain/demonstrate the science of sport

- Examine different training styles/principles (i.e. anaerobic, alactic, aerobic)
- Understand the cellular functions of muscle fibers and cell building principles
- Understand the “push-pull” relationships of training principles: where one area of training increase and how all other areas are affected

The aspect of Cross-Training:

- Value of non-specific sport training
- Breaking through the “comfort zone” of training

Content – Elaborations

Expanding on the Mindset of an athlete.

- What it means to be coachable?
- What are mental/physical barriers and how to use them as motivators?

Expand student learning experiences into other aspects of life – transfer of knowledge

- What is learned in this course to drive other desires in life: i.e. building confidence with perseverance and resiliency in training and transferring those aspect into studying for a test, going for a job interview and other life experiences.

Recommended Instructional Components:**Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)**

Students will be assessed on their physical participation in the course using a daily participation rubric. The participation component of the course will make up 50% of the students' mark. Each topic of the course will have a written assignment that students will need to complete, for example, after discussing periodization students will need to develop a periodization schedule. These written assignments will make up 30% of the students' mark. At the end of the course students will be able to adjust and improve each of their assignments before combining them into a personalized training program. This training program will make up the final 20% of the students' mark.

Learning Resources:

Long Term Athletic Development (LTAD): Canadian LTAD framework for sport for life

Athletic Development: The art and science of functional sports conditioning by Vern Gambetta

Principles of Athletic Training: A competency-based approach by William E. Prentice

Complete Conditioning for Football by Michael Arthur and Bryan Bailey

Applied Sport Psychology: Personal Growth to Peak Performance by Jean M. Williams and Vikki Krane

Additional Information:

Persons from the community and past students will be used to present various topics to students.



**Board/Authority Authorized Course Framework Template
Yearbook 10, 11, 12**

School District/Independent School Authority Name: Sunshine Coast	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD46
Developed by: Rae-dene Pednaud, Jamie Mani	Date Developed: October 2017
School Name: All Schools in SD46	Principal's Name: Mark Sauer
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Yearbook	Grade Level of Course: 10,11,12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

Instructors need to be familiar with the technologies and processes that are involved in the creation and development of a publication from planning, through preparation to pre-press. This includes photography, research and writing, page layout and design, elements and principals of design and the use of appropriate software. The course requires access to appropriate technology and the necessary publishing software. It also requires digital cameras, a scanner and a printer.

Course Synopsis:

Students will work with a variety of software applications. Yearbook 10, 11, 12 is intended for students with an interest in the design and publication of printed materials. The focus of the course is on the creation of a student-planned and student-designed yearbook. Students will

develop an appreciation for the vast and interdisciplinary nature of publishing, which includes skills of journalism, layout and design, marketing, sales and advertising, photography and graphic design. Communication skills and creative problem-solving skills are also emphasized within the course. Students will each take on the responsibility of creating numerous pages for the publication; and will have opportunities to work independently, in partnerships, in small teams, and as part of the entire class.

Goals and Rationale:

Print is one of the oldest, most widespread and most available means of communication. Technology has made it possible for people to prepare their own materials for large print runs. However, although technology is available, most people lack the technical and design know-how in order to do so effectively. This course is intended to address the need for knowledge in this area, so that students who complete the course will have a basic understanding of how to effectively design and prepare materials for the press and for large scale publication and printing.

This course has been designed to provide the opportunity for students to plan, design and create a meaningful publication that documents the people and events of the school year as they unfold. Additionally, this course will appeal to students with career interests in the design and publication of printed materials.

Students will develop an appreciation for the vast and interdisciplinary nature of print publishing which includes: journalism, layout and design, marketing, sales and advertising, photography, graphic design and, finally, evaluation of the finished product.

The focus of the course is on a student-planned and student-designed school yearbook. The traditional school yearbook has become a cultural icon; it holds a unique place in the hearts and minds of most people. It has timeless appeal and can become a time capsule of sorts, for its ability to preserve memories from a specific time period. The teacher's role is to guide and support students in the acquisition of knowledge and skills to create the book successfully.

Each student will be involved in all aspects of putting the publication together, as each student will plan and create numerous pages of the yearbook from start to finish. This approach provides direct application of in-class learning; it supports the development of a variety of skills; it provides a means for students to be expressive and creative.

Students will learn to work both independently and inter-dependently, since the success of the entire publication depends on what and how each individual contributes to it, within very real publishing deadlines. Students will work with partners, within small group design teams, and participate with large group decision-making. Invariably, this involves interpreting, thinking critically, analytically, learning to work out differences of opinion and resolving problems as they arise. Outside the classroom, students will work with students, teachers, coaches, and the printing company representative in order to gather information and images to put their pages together. Therefore, the development of effective communication skills while working under the pressure of deadline, is another aspect of this course.

Aboriginal Worldviews and Perspectives:

The First Peoples Principles of Learning will be followed in teacher planning.

Following the suggestions of *Aboriginal Worldviews and Perspectives in the Classroom: Moving Forward*, there will be an emphasis on connectedness and relationship through the use of experiential learning, language and culture, traditional teaching, the power of story, community involvement: process and protocols, emphasis on identity, engagement with the land, nature, the out of doors, local focus, awareness of history.

Students involved in this course will explore the characteristics of a culturally respectful and culturally responsive school. Within the design of the yearbook, they will learn how to:

- Acknowledge unceded traditional lands and waters.
- Follow protocol for the inclusion of Indigenous Peoples' artwork.
- Explore the inclusion of Indigenous Peoples' culture in all areas of school life.
- Highlight the contributions of Indigenous Peoples within the student population, the staff, the staff, parents and the indigenous communities.

Course Name:

Grade:

BIG IDEAS

Personal design interests require the evaluation and refinement of skills.

~taken from Marketing and Design, Skills and Technologies 11

Tools and technologies can be adapted for specific purposes.

~taken from Marketing and Design, Skills and Technologies 11

Complex tasks require the sequencing of skills.

~taken from Media Arts 10

Complex tasks require different technologies and skills at different stages.

~taken from Media Arts 10

Design strategies are developed with respect to specific tasks and audiences.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Engage in a period of research and empathetic observation in order to understand design opportunities • Take creative risks in generating ideas and add to others' ideas in ways that enhance them • Screen ideas against criteria and constraints • Generate ideas to create a range of possibilities and add to others' ideas in ways that create additional possibilities • use appropriate problem-solving models in the design and production of the school yearbook, at all stages within the process • analyse and use appropriate problem-solving strategies and critical thinking when resolving problems that arise in the production of the school yearbook • identify and apply appropriate knowledge, skills and attitudes when making choices and defending decisions related to the production of the school yearbook. • use appropriate criteria and standards to assess and evaluate the product and the system used to produce the yearbook • use effective communication skills when gathering and sharing information 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • appropriate media technology and uses of technology appropriate to specific activities related to the creation of a yearbook • ethical, legal and moral considerations associated with using media arts technology use • media production skills • design strategies, page and spreads specific to yearbook development • how to apply appropriate media arts technologies and processes to create and design pages for the yearbook • how to use and apply visual elements and the principals of art and design to create effective yearbook pages • how to create pages and spreads for a yearbook for a specific audience • ways of marketing to promote yearbook sales and to enhance and promote advertising • how to use a variety of materials, media arts

independently and in groups

- select appropriate information gathering and communication tools when solving problems related to the production of the school yearbook
- demonstrate an ability to assess the impact that publishing skills can have on personal and career choices
- demonstrate a positive attitude towards working under a deadline
- demonstrate a willingness to participate independently and interdependently in a productive environment
- to critique a collection of high school yearbooks
- to identify symbolic and cultural associations
- use publishing technologies to **manipulate selected visual elements**
- develop a vision for **inclusivity** and community that extends beyond their personal experience

technologies and processes to create images and design pages for the yearbook

- the value of the **oral tradition**

Big Ideas – Elaborations

- personal design ideas must also fit with the required elements of yearbook production
- complex tasks may also have required timelines and deadlines that must be adhered to
- yearbook production requires a specific set of steps to follow inception to completion

Curricular Competencies – Elaborations

- **constraints** include time and space as identified by the publisher
- use appropriate technology tools to prepare and present pages
- **research**: seeking knowledge from other people as experts (e.g. First Peoples), secondary sources, and collective pools of knowledge in communities as well as concrete historical examples or models such as previous yearbooks
- **empathetic observation** – aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people
- **ideating** – forming ideas of concepts
- **ethical, legal and moral considerations** – with regards to copyright, appropriation of imagery and duplication
- **visual elements** including layout and techniques specific to yearbook creation
- **principals of art and design** including balance, colour, relationship between elements etc. with respect to yearbook design
- **manipulate selected visual elements** – in order to alter the meaning or effect of images(photography) or to reflect cultural and stylistic elements
- **inclusivity** – ability to acknowledge a broad variety of perspectives and voices

Content – Elaborations

- maintain an orderly and safe environment when engaged in a variety of activities
- identify and evaluate the impact of technology on the way information is gathered, problems are solved and work is done
- **media technology** – layout and design specific to yearbook creation, photography, graphics and images
- **media production skills** – pre-production including brainstorming, researching and planning – production includes layout, choosing images and graphics and writing – post production involves readying the product for final printing as well as marketing and sale
- **oral tradition** – the use of **storytelling** among coastal First Nations Peoples and the use of the **winter count** among plains First Nations Peoples

Recommended Instructional Components:

Direct instruction
 Indirect Instruction
 Interactive instruction
 Independent instruction
 Modeling
 Practical creativity
 Brainstorming
 Small group work
 Critical analysis of publication samples

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

60%

Skill building assignments
 Participation in class instructional session
 Field work
 Marketing assignments

40%

Individual contribution to completed publication – evaluation of the quality and quantity of pages produced by the student. Assessment will be based on demonstration of original thinking creativity uniqueness of ideas, mastery of techniques and demonstration of technical skills.

Learning Resources:

Jostens supplies a complete set of teacher and student resources at the beginning of each school year, including curriculum organizers and handouts.

A collection of a variety of yearbooks from other schools throughout Canada and the US.

Software manuals as needed.

Additional Information:



School District No. 46 (Sunshine Coast)

Programs & Supports for Families with Children Newborn to Five

'A Roadmap for Learning'

Prenatal Classes



- New parents are introduced to the programs & supports offered in our community through this partnership with Vancouver Coastal Health
- Each family receives a children's book and information on how to talk, sing, read & play with infants

SPARK!



"Kindle your child's interest in learning"

S.P.A.R.K.! - 'Supporting Parents Along the Road to Kindergarten'

- Information sessions for parents with children newborn to five

- Parents receive information & toys to support their child's learning at each age & stage by attending a new 90-minute class every Fall, Winter and Spring until their child enters Kindergarten. Childcare is available.

Dolly Parton Imagination Library



- Families receive an age-appropriate, quality children's book every month mailed right to their home address until their child's fifth birthday.
- SPARK! is the official registration site, offering strategies for successful read-aloud experiences of the Imagination Library books at each age and stage
- The Sunshine Coast Lions Club and private donors partner with the district to support this program.

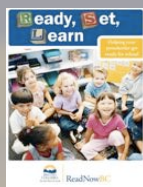
Circle of Security® & Positive Discipline



The Sunshine Coast Early Years Council has adopted the following parenting supports:

- The Circle of Security® Parenting™ program is based on decades of research about how secure parent-child relationships can be supported and strengthened.
- Positive Discipline offers parents long-term parenting skills that will encourage their children to think for themselves, become more responsible and have greater respect for themselves and others.

Ready, Set Learn!



- Parents of three year olds attend a Ready, Set, Learn SPARK! class in their neighbourhood school.
- This Ministry supported program is designed to help preschool age children get ready for school.

Early Years Fair



- Every Spring, families have the opportunity to talk to the experts and receive information on developmental screening, programs, supports in the community, and Kindergarten transitioning.

StrongStart



- Families drop-in to StrongStart Centres and meet with other parents and community supports while playing and learning together. Gym, library and Song & Rhyme Times are offered.
- StrongStart programs are open three hours/day on days when school is in session in the following locations: Gibsons Elementary, Roberts Creek Elementary, Sechelt Learning Centre, Halfmoon Bay Elementary & Madeira Park Elementary
StrongStart is offered on Saturdays in Roberts Creek Elementary and the Sechelt Early Years Hub
- StrongStart Outreach is offered through the 'WonderWheels' Bus in Langdale/Gibsons; Davis Bay; Sechelt Nation; & TinyTown; Egmont/Pender Harbour.

KinderSPARK!



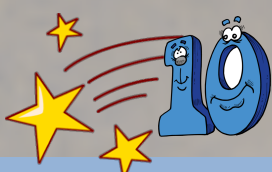
- Welcoming Families to Kindergarten - Families attend a 90-minute session once a week for 10 weeks in the Spring before Kindergarten entry. Each week has a new focus (ie Reading, Writing, Math, Social & Emotional Learning).
- In partnership with Community Schools, programs are held in the Kindergarten classrooms in all of our elementary schools.

PALS



- Kindergarten students and their families participate in the Parents As Literacy Supporters (PALS) program. This culturally responsive Literacy Program is designed to partner with parents in supporting family literacy and learning.
- Kindergarten Teachers, Literacy & Early Learning supports collaborate to offer the program.

SPARK! 10



- All Grade 10 students in the district have 2 classes learning about the Early Years and then apply their skills working with the children & families in StrongStart.



Partners in Early Learning

In School District No. 46

Kirsten Deasey



School District No. 46 (Sunshine Coast)
 Programs & Supports for Families with Children Newborn to Five
 'A Roadmap for Learning'

Prenatal Classes



- New parents are introduced to the programs & supports offered in our community through this partnership with Vancouver Coastal Health
- Each family receives a children's book and information on how to talk, sing, read & play with infants

SPARK!



S.P.A.R.K.! - 'Supporting Parents Along the Road to Kindergarten'

- Information sessions for parents with children newborn to five
- Parents receive information & toys to support their child's learning at each age & stage by attending a new 90-minute class every Fall, Winter and Spring until their child enters Kindergarten.
- Childcare available.

Imagination Library



- Families receive an age-appropriate, quality children's book every month mailed right to their home address until their child's fifth birthday.
- SPARK! is the official registration site, offering strategies for successful read-aloud experiences of the Imagination Library books at each age and stage of child development.
- The Sunshine Coast Lions Club and private donors partner with the district to support this program.

Ready, Set, Learn!



- Parents of three year olds attend a Ready, Set, Learn SPARK! class in their neighbourhood school.
- This Ministry supported program is designed to help preschool age children get ready for school. Each family receives age-specific early learning information, materials, toys and a Ready, Set, Learn package.

Early Years Fair



- Every Spring, families have the opportunity to talk to the experts and receive information on developmental screening, programs, supports in the community, and Kindergarten transitioning.

StrongStart



- Families drop-in to StrongStart Centres and meet with other parents and community supports while playing and learning together. Gym, library and Song & Rhyme Times are offered.
- StrongStart programs are open three hours/day on days when school is in session in the following locations: Gibsons Elementary, Roberts Creek Elementary, Sechelt Learning Centre, Halfmoon Bay Elementary & Madeira Park Elementary
- StrongStart is offered on Saturdays in Roberts Creek Elementary and the Sechelt Early Years Hub
- StrongStart Outreach is offered through the 'WonderWheels' Bus in Langdale/Gibsons; Davis Bay; Sechelt Nation; & TinyTown; Egmont/Pender Harbour.

KinderSPARK!



- Welcoming Families to Kindergarten - Families attend a 90-minute session once a week for 12 weeks in the Spring before Kindergarten entry.
- In partnership with Community Schools, programs are held in the Kindergarten classrooms in Gibsons Elementary (2), Roberts Creek Elementary, Kinnikinnick Elementary, West Sechelt Elementary, Halfmoon Bay Elementary & Madeira Park Elementary.

PALS



- Kindergarten students and their families participate in the Parents As Literacy Supporters (PALS) program. This culturally responsive Literacy Program is designed to partner with parents in supporting family literacy and learning.
- Kindergarten Teachers, Literacy & Early Learning supports collaborate to offer the program.

SPARK! 10



- All Grade 10 students in the district have 3 classes learning about the Early Years and apply their skills working with the children & families in StrongStart.



A Roadmap for Learning

Highlights:

Prenatal – presented to Family Physicians

SPARK! – Expanding up Sea to Sky

Imagination Library - Lions Club/D. Amaral
 - Public Health

StrongStart

- Highest ever attendance (590)
- WonderWheels

KinderSPARK! – Redesign

PALS - iPals (Immigrant-PALS)

SPARK! 10 – Alternative School COS Students

Partners in Early Learning

EARLY YEARS CENTRE

- * Many partnerships (Infant Mental Health webinars; Librarians; Nutritionist; Public Health; SLP; Co-training in MI)
- * Occupational Therapist in residence

EARLY YEARS COUNCIL

- * **Parenting Strategy**
 - * Partnering to support the Social & Emotional needs of children

Informed by Research

Sunshine Coast Early Development Instrument Results

~ Calls for a focus on Social and Emotional Supports

- * Emotional Maturity: 17%
- * Social Competence: 14%
- * Physical Health & Well-Being: 20%

Parents need support with S&E and being 'Bigger, Stronger, Wiser and Kind'

The Good News

Sunshine Coast Early Development Instrument Results
~ Language & Cognitive Development:
(most predictive scale)

5%

Lessons Learned

We CAN make a difference!
Being strategic & focused pays off!

Positive Discipline
&
Circle of Security

Strategic Approach

2015-2016

- Trained 30 facilitators Positive Discipline
- Rolled out 6 classes in the community (concurrently)

2016-2017

- Trained in Circle of Security
- Offered continuous cycle of Parenting Classes

2017-2018

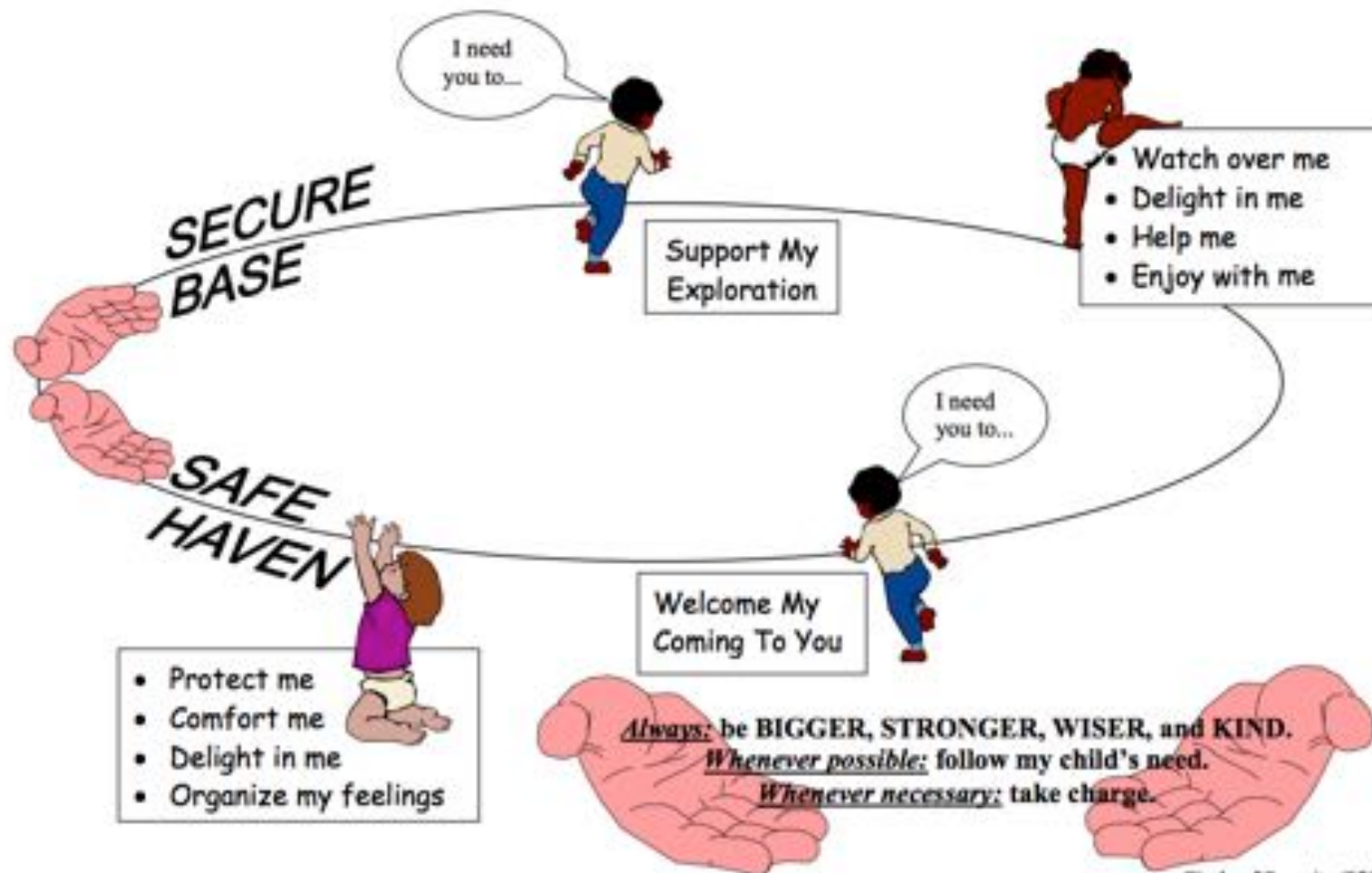
- Circle of Security – offering 4 daytime, plus evening (Pender full)
- Positive Discipline – continuously offered (Roberts Creek)

Circle of Security

- * Basic Need: Safety & Security
- * Security is experienced as love & responsiveness
- * Needs around the circle (the ability to observe, identify and meet needs)



Circle of Security



Circle of Security

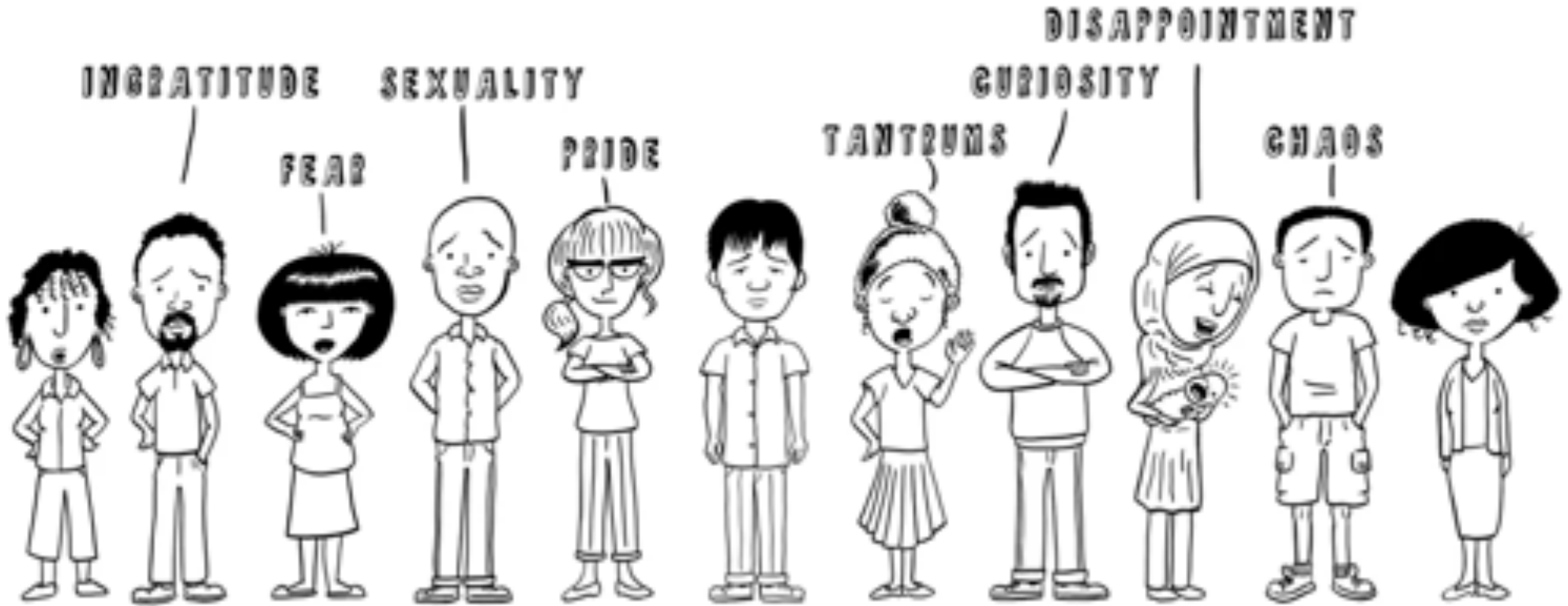
- * Practice honing observation skills – video
- * SPARK! Provides a blueprint
- * Circle of Security – Helps us to figure out what gets in the way!
- * Shark Music



Shark Music

- * Some of our child's needs on the circle trigger uncomfortable feelings in us.
- * Our shark music tells us to be afraid of a feeling or need that is actually safe.

Circle of Security



Shark Music – Through Generations

Self-Reflection

- * Emerged as a potent tool for change:
 - * Core-Competencies – Students
 - * Circle of Security - Parents

- 
- * Video of a Parent Reflecting on their Circle of Security experience.

Circle of Security

- * Gibsons Alternative School
 - * Circle of Security Classes
 - * Weekly StrongStart visits



Attention Sunshine Coast Parents! The following classes will be offered this Winter:

Circle of Security

(for parents with children 0 – 6)

Circle of Security™ Parenting is an opportunity to join other parents, for an 7 week class where you'll learn to:

- Strengthen your relationship with your child
- Be present with your child during the best and toughest of times
- Recognize your child's needs and make sense of his or her behaviour
- Meet your child's needs by being bigger, stronger, wiser and kind

The following 7 week classes will be offered:

Gibsons Early Years Centre - Tuesdays

9:30– 11:00 am beginning Feb. 27, 2018

12:30 – 2:00 pm beginning Feb. 27, 2018

Sechelt Early Years Centre - Wednesdays

9:00 – 10:30 am beginning Feb. 28, 2018

10:30 – 12:00 noon beginning Feb. 28, 2018

Madeira Park Elementary - Thursdays

5:30 – 7:00 pm beginning Feb. 1, 2018

Feeding with Love and Good Tastes: Using Delicious Food and the Ellyn Satter Model for Building Healthy Eaters

(parents with young children)

Meal times with children can be a source of stress. In this workshop parents and caregivers will learn (and try!) a number of easy to prepare recipes that will be encouraging and fun. Attendees will also learn how to build a solid foundation around food and will go home with some new tools to make meal times pleasant and nourishing for everyone involved.

Suitable for Parents, Child care providers and other Early Childhood Professionals. All are welcome.

This class will be offered by Meghan Molnar, Public Health Dietitian at the following:

Sechelt Early Years Centre

10:30 am – 12:30 pm on Saturday, January 27, 2018

Gibsons Area Community Centre

12:30 am – 2:30 pm on Saturday, February 17, 2018

**ALL CLASSES ARE OFFERED FREE OF CHARGE!
LIMITED CHILDMINDING MAY BE AVAILABLE FOR
ALL CLASSES.**

Positive Discipline

(for parents with children 2 & up)

Positive Discipline offers parents long-term skills that will encourage their children to think for themselves, become more responsible and have greater respect for themselves and others. The teachings of Positive Discipline are filled with non-punitive, respectful tools that incorporate both kindness and firmness, help parents get to the core of their child's misbehaviour, and bring more joy into the home.

The following 7 week classes will be offered on Wednesdays in Roberts Creek Elementary 6:00 – 8:00 pm beginning Jan. 31, 2018

**REGISTRATION BEGINS
JANUARY 15, 2018 PHONE THE
CCRR AT 604-885-5657
REGISTRATION DEADLINE: ONE
WEEK BEFORE CLASS IS
SCHEDULED TO BEGIN**



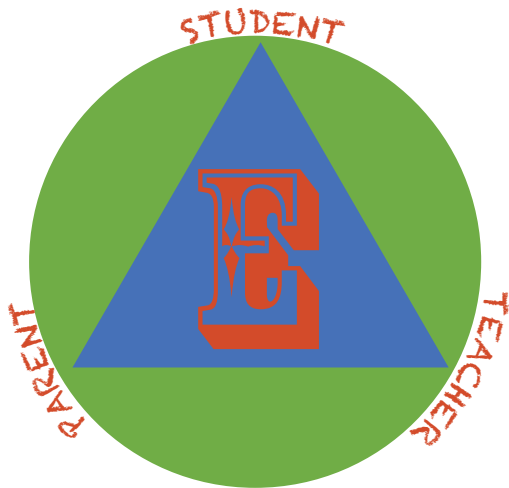
Thank you!

* Questions?

Kirsten Deasey
District Principal – Learning & Innovation
School District No. 46
Contact: kdeasey@sd46.bc.ca


PARENT-TEACHER ENGAGEMENT COMMITTEE UPDATE

JANUARY 2018




COMMUNICATION PLAN

- 1) **SOCIAL MEDIA:** SUGGESTIONS AND TOOLS FOR CONNECTION
- 2) **SCHOOL NEWSLETTERS:** SENDING PRINCIPALS MONTHLY PREPARED ADDITIONS TO ADD TO SCHOOL NEWSLETTERS WITH A FOCUS ON CORE COMPETENCIES AND SUGGESTIONS/TOOLS/ ACTIVITIES FOR APPLYING THEM IN THE HOME.

 **School District No. 46 (Sunshine Coast)**
Published by Steph Murawsky [?] · January 5 at 9:06am · 🌐


Connecting with our kids: simple innovative questions to add to your tool box.



25 Ways To Ask Your Kids 'So How Was School Today?' Without Asking Them 'So How Was School Today?'

This year, Simon is in fourth grade and Grace is in first grade, and I find myself asking them every day after school, "So how was school today?" And ...

HUFFINGTONPOST.COM

 322 people reached Boost Post

CREATING MEANING AND TRADITION

TED TALK: THERE'S MORE TO LIFE THAN BEING HAPPY | EMILY ESFAHANI SMITH
4 PILLARS OF MEANING: BELONGING, PURPOSE, TRANSCENDENCE,
& STORY TELLING.

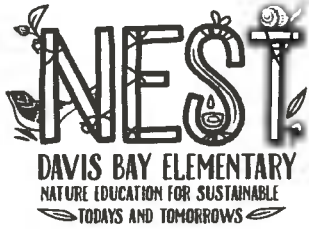
HOW CAN WE APPLY THIS TO PARENT-TEACHER ENGAGEMENT?

TAMMY: MEDICINE WHEEL TALK. ORAL STORYTELLING. TEACHING THIS TO PACS.

COMMUNITY: ELDERS LOUNGE AT SCHOOLS; GAMES AND ACTIVITIES (CHESS AND READING).

TRANSITIONS: ELEMENTARY TO SECONDARY.

NEXT: TIMELINE SHORT TERM, MID TERM AND LONG TERM GOAL SETTING



Davis Bay Elementary School
 5078 Davis Bay Rd.
 Box 512, Sechelt, BC
 V0N-3A0
 Phone: 604-885-9523
 Fax: 604-885-6315

Student name: _____ Grade: _____ Teacher: _____

Learning in NEST has its foundation in the BC Ministry of Education’s Core Competencies. These are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep and life-long learning. In the pursuit of green hearts and green minds, NEST fosters these competencies of communication, critical, creative thinking, and the development of positive personal and social relationships through exploration of the natural world.

This written *summary report* is one layer of a five-tiered learning communication plan that includes *Wonder Walks*, *Nesters’ Portfolios*, a *Freshgrade* blog, and regular, ongoing student/*parent/teacher conversation*.



First Season: Fall 2017

With input from you, your child, and the teacher here are:

Areas to Celebrate
<p>Literacy:</p> <p><u>Writing</u></p> <p><u>Reading</u></p> <p><u>Oral language</u></p> <p>Numeracy:</p> <p>Scientific Inquiry/Social Studies:</p> <p>Circles of Care:</p>
Areas to work on
Ways to support your child at home

Attendance: _____

 Principal’s Signature

 Teacher’s signature