

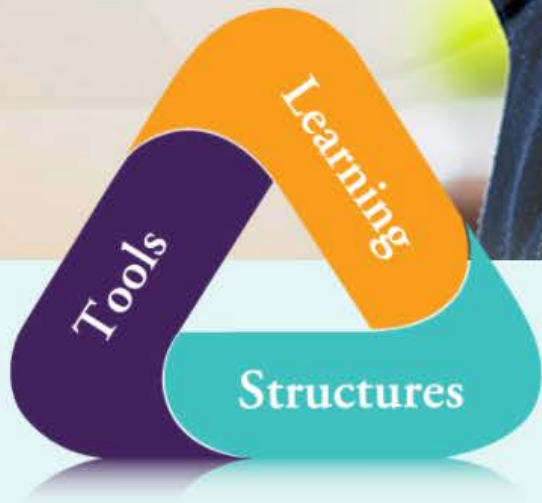
Learning by Design

From Vision to Action: A Strategic Focus

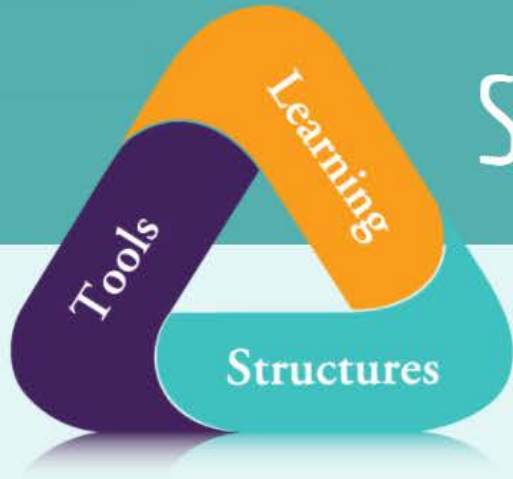
Learning by Design

Learning

Honours our diverse cultures and traditions. Inspired by individual passions, interests and connected to real-world experiences and challenges. Supported by all who work with, and for our students.



We prepare our learners to think creatively and critically, communicate skillfully, and demonstrate care for self and others.



Structures

Time, physical space, access to information, and connection to community provide the flexibility to support powerful learning.

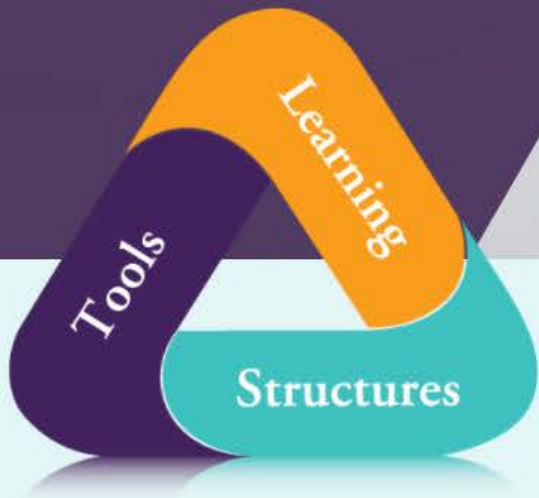
Nous préparons nos élèves pourqu'ils/elles puissent penser de façon créative et critique, communiquer habilement, et prendre soin d'eux-même et des autres.

Tools

Tools that enable digital citizenship support access to information and demonstrations of learning.

Tools to support learning extend beyond digital technologies.

Learning by Design



We prepare our learners to think creatively and critically, communicate skillfully, and demonstrate care for self and others.

How does our vision become a reality?

- We have district priority practices:
 - Curriculum Design
 - Quality Assessment
 - Instructional Strategies
 - Social and Emotional Learning

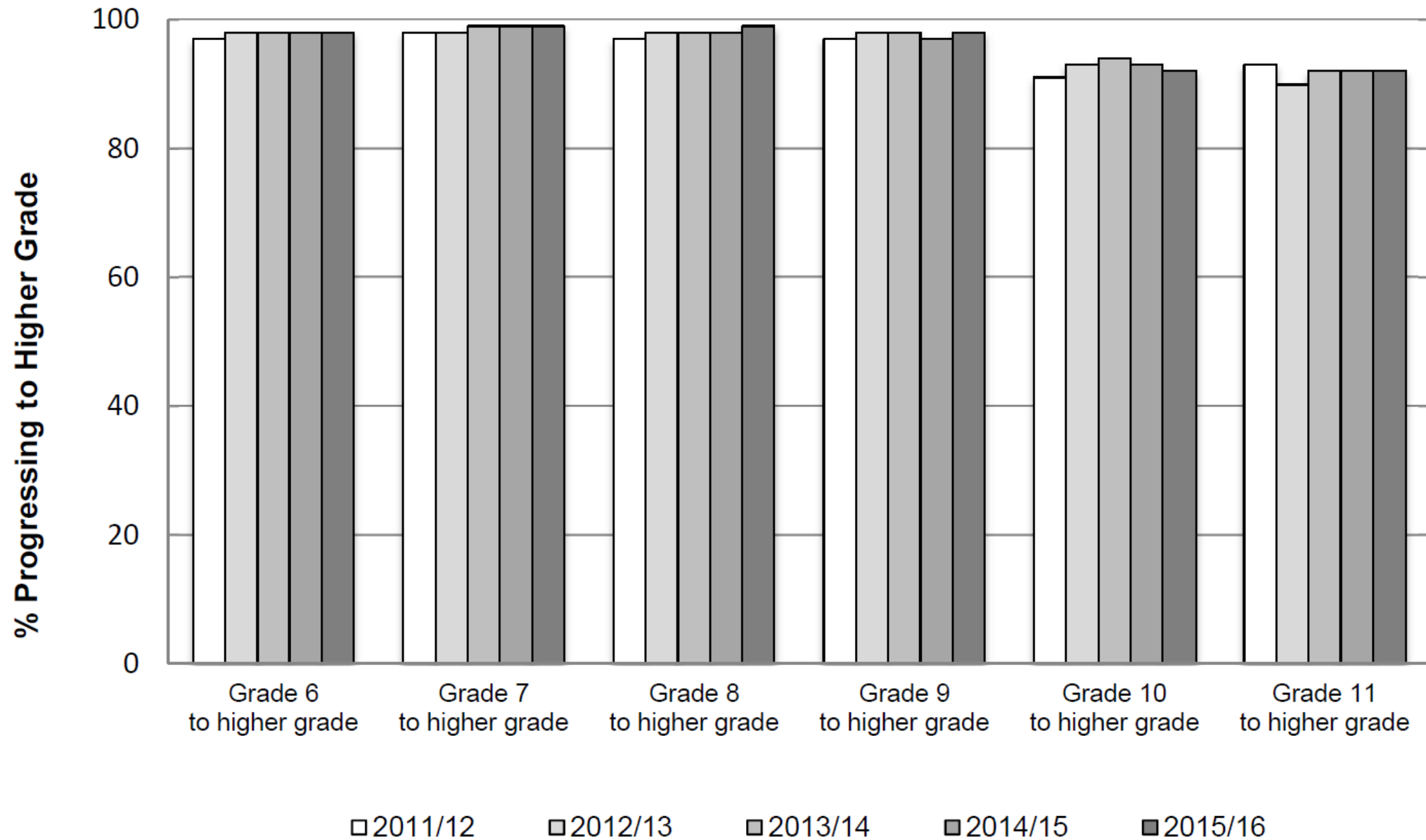
From Priority Practices to Strategic Focus

- Under those priority practices are our three areas of strategic focus:
 - Transitions
 - Literacy and Numeracy as Foundational Learning
 - Staff Well-being

Transitions

- How does a student make a successful transition from one grade to the next grade?
- This is a key indicator for us

Grade-to-Grade Transition - All Students



Percent of Students Making Successful Transitions to a Higher Grade

	School Year	Grade 6 Students (%)	Grade 7 Students (%)	Grade 8 Students (%)	Grade 9 Students (%)	Grade 10 Students (%)	Grade 11 Students (%)
All Students	2011/12	97	98	97	97	91	93
	2012/13	98	98	98	98	93	90
	2013/14	98	99	98	98	94	92
	2014/15	98	99	98	97	93	92
	2015/16	98	99	99	98	92	92

Reflects incoming growth.

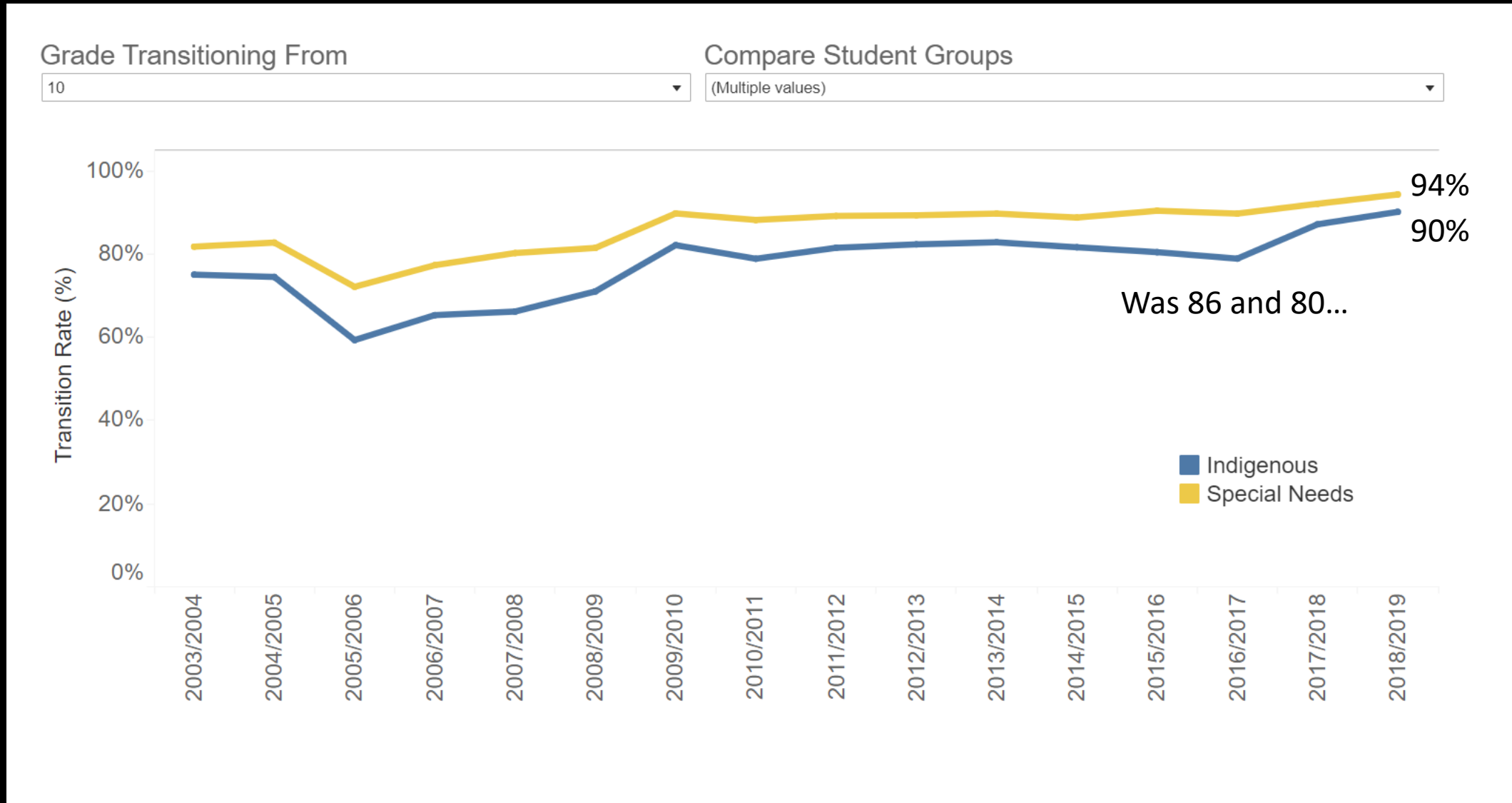
Aboriginal	2011/12	97	98	93	89	82	76
	2012/13	98	99	94	93	82	78
	2013/14	98	97	97	93	83	78
	2014/15	97	98	95	93	82	78
	2015/16	97	99	96	95	80	75

100 students in grade 9 – 95 would appear in grade 10 but they would become 57 students by grade 12. A 43% drop in 3 years.

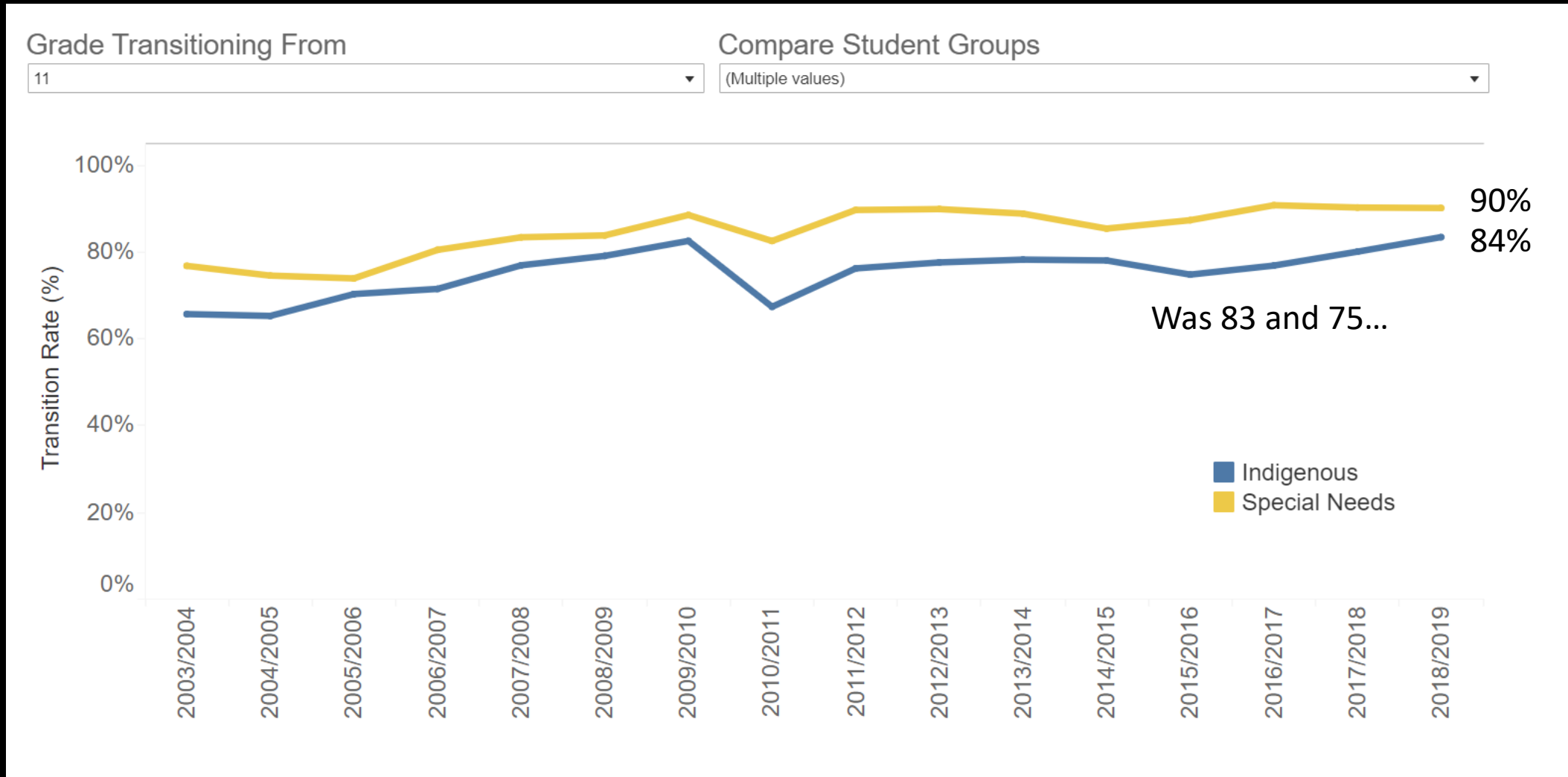
Special Needs	2011/12	98	98	95	92	83	85
	2012/13	98	98	95	93	84	86
	2013/14	99	99	97	96	87	83
	2014/15	98	99	96	94	86	81
	2015/16	99	100	97	98	86	83

A 30% drop in 3 years

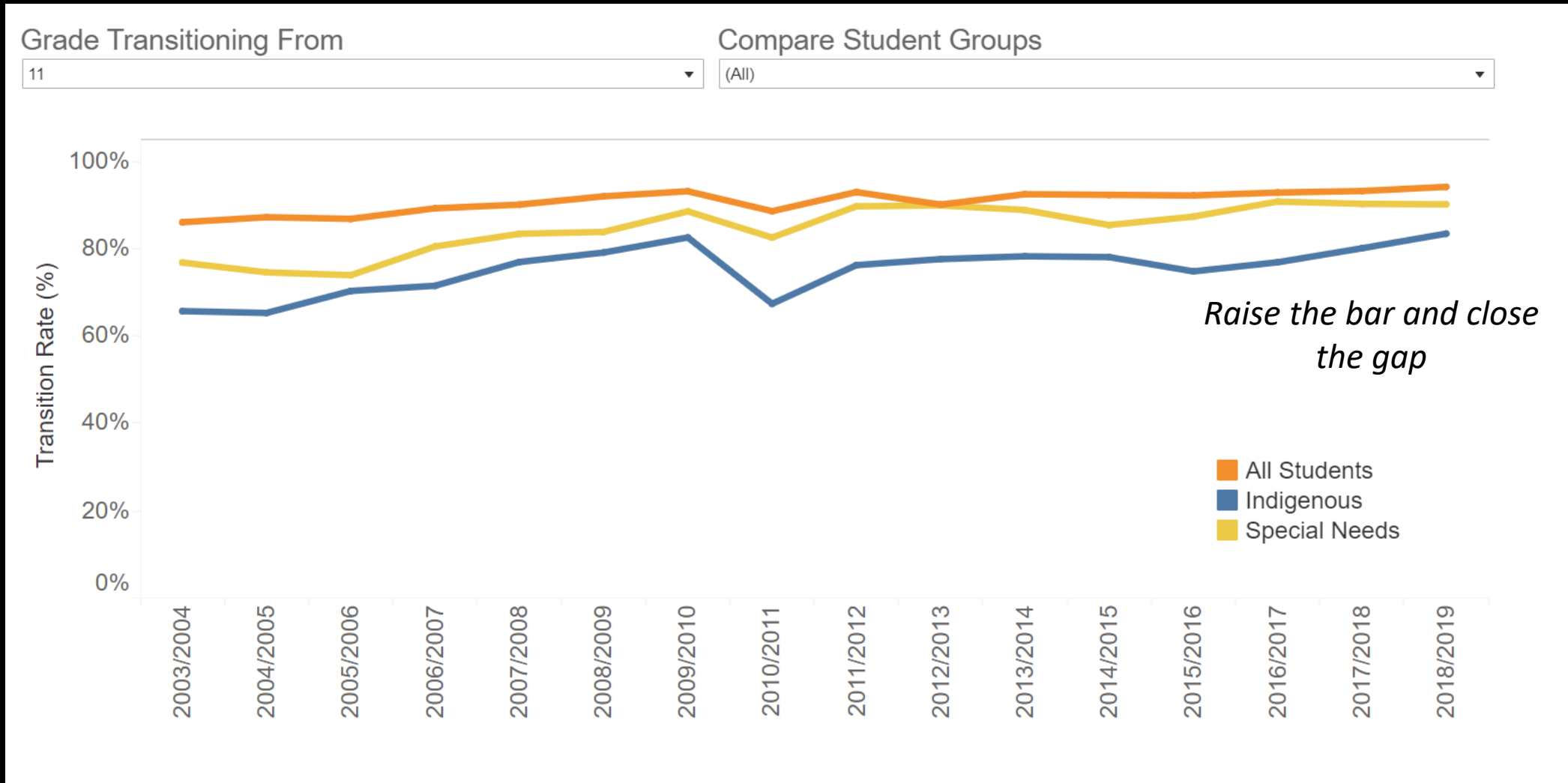
Transitions - updated



Transitions - updated



What do we try to do?



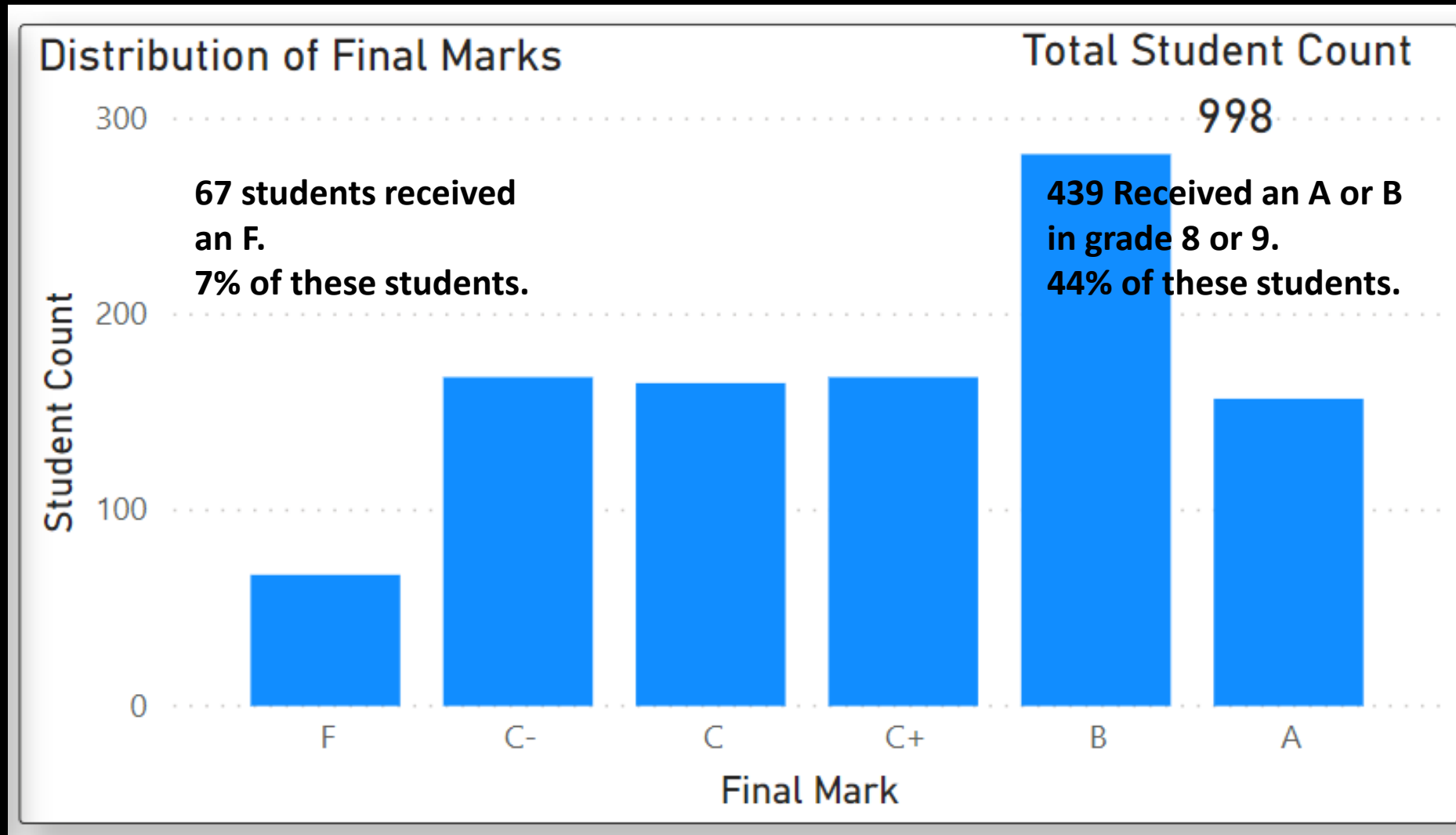
Literacy and Numeracy – One Measure FSA

- Super tricky...follow the bouncing ball
- We need more robust measures
- We need internal measures that are relevant, informative, and meaningful to schools and teachers
- In 2009-10 our district participation was 90%
- In 2014-15 our district participation was 85%
- In 2019-20 our district participation was 60%
- We are large, since 2009-10 the provincial participation has dropped from 82% to 72%

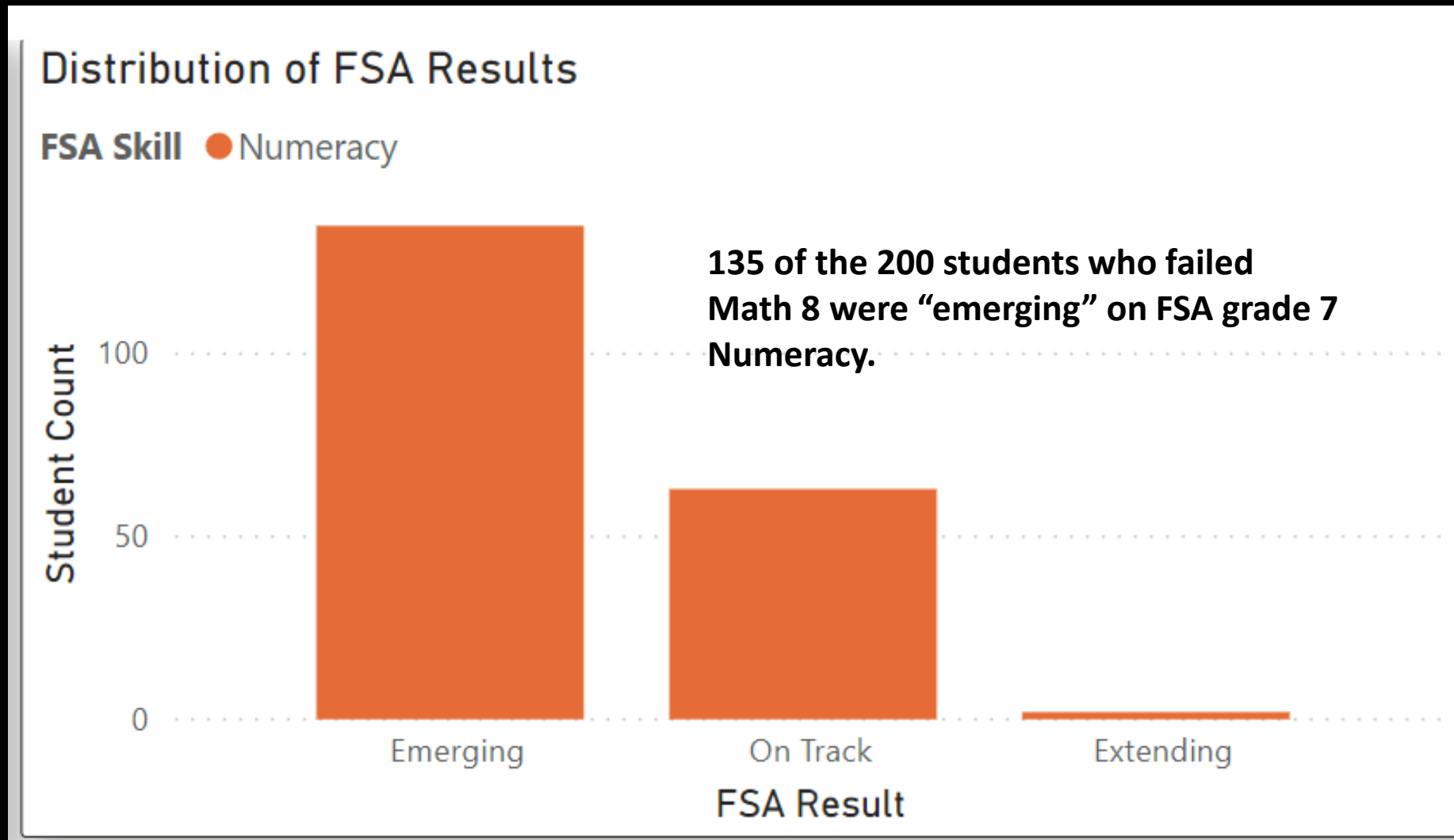
I asked

- Our students who were “not yet meeting” in grade 4 and/or grade 7 on the FSA.
- How did they perform in Language Arts 8 and 9?
- Here’s what we found out.

For the grade 4's “Not Yet Meeting”



What about students who failed Ma 8/9?



Where do we know more about Lit/Num?

- Inner City Early Learning
- Provides literacy and numeracy support for at-promise students in Kindergarten and Grade One who may be demonstrating challenges in literacy and/or numeracy development.
- Early Literacy/Numeracy teachers work collaboratively with classroom teacher from 26 inner-city schools to provide additional strategic, in-class support.

The results

- 9 in 10 teachers are reporting that they have seen improvements in students' understanding of literacy and numeracy skills (89%) and students' ability to communicate their understanding of literacy and numeracy skills (89%).
- Approximately eight in ten teachers (86%) agreed that ICEL was successful in getting at promise students to be better able to apply their literacy and numeracy skills (e.g., process, analyze, and problem solve).

Well-Being - Research

Surrey School's Social and Emotional Learning Initiative

An Action Plan for Storytelling,
Harmonizing and Data Collecting

January 27th, 2019

What is Social and Emotional Learning

SOCIAL-EMOTIONAL LEARNING

The process through which young people and adults acquire and effectively apply knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

SEL-4E as one example

The Learning Intentions for the SEL-4E Pilot initiative is to build the confidence of educators to identify foundational skills to increase educator resiliency, assess and define strategies that support educator social and emotional learning and development, and nurture aspects of both educator psychological and physiological well-being for personal and professional growth.

1. A greater sense of self-awareness and teacher efficacy;
2. Mindfulness practices that support teacher well-being;
3. Increased emotional resilience; and
4. Self-compassion in teaching and learning (to thwart teacher burnout)

The Conclusions

Participants felt more confident.

Participants want to continue to learn about SEL and SEL strategies.

Participants want to expand and include other educators as a means to nurture mental health.

Participants felt more confident to “bounce back” from a challenging day due to awareness of SEL practices.

Participants felt they had increased skills to overcome challenges in their work and career.

Taken altogether - “the magnitude of the differences between pre- and post-workshop responses were large – evidences the impacts of the SEL-4E Pilot initiative to promote the confidence in educators to understand, identify, and use SEL strategies.”

The Recommendations

- Continue to build on supports offered
- Explore opportunities to maintain or increase workshops
- Identify activities that promote SEL-4E in schools
- Determine the need for SEL-4E Activities and Resources to Address Population-Specific Experiences
- Continue to embed program evaluation activities within the SEL-4E initiative

The Results

- Continue to build on supports offered
- Explore opportunities to maintain or increase workshops
- Identify activities that promote SEL-4E in schools
- **Determine the need for SEL-4E Activities and Resources to Address Population-Specific Experiences**
- Continue to embed program evaluation activities within the SEL-4E initiative

What does population specific mean?

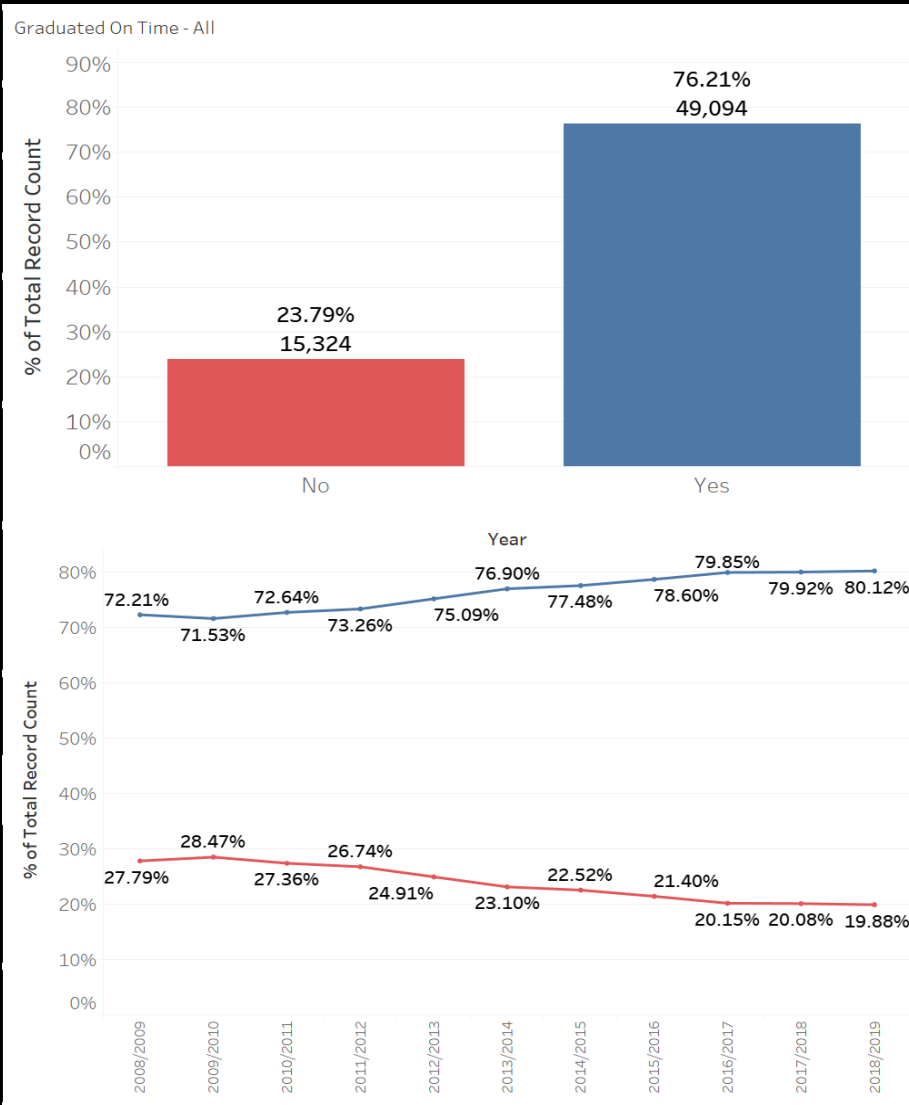
- Determine the extent to which there is a need for SEL-4E activities and resources to address the unique experiences of a growing diverse educator population, which could include, but are not limited to:
 1. educators who identify as part of the LGBTQ communities;
 2. educators of ethnic/racialized minority background;
 3. educators with mental health issues;
 4. educators with disabilities;
 5. first year educators; and
 6. veteran educators.

Research – Surrey Blended

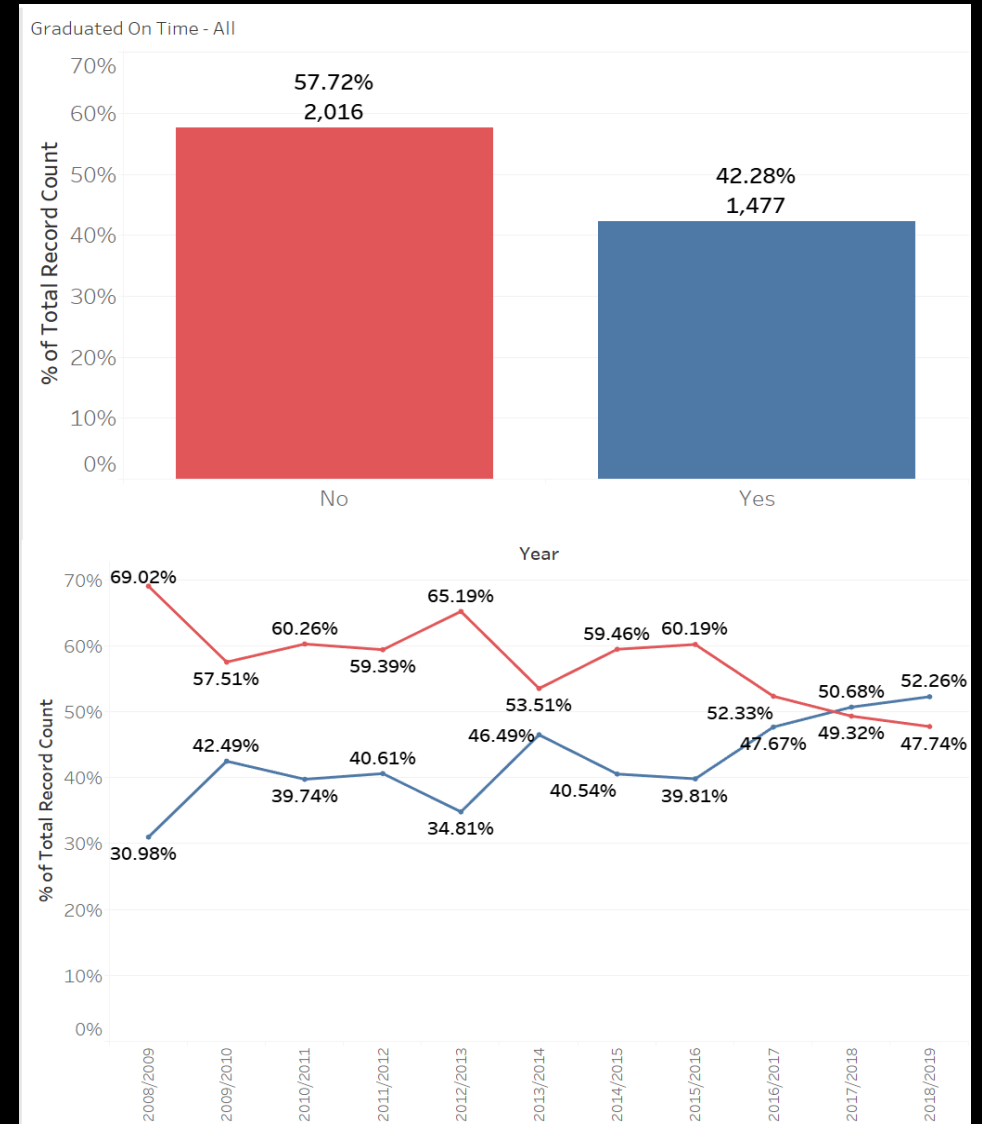
- The transition to a blended learning model
- The successes and challenges of teacher instruction
- The successes and challenges of assessment of student learning
- Students' level of achievement:
 - 1) in the blended learning model; and
 - 2) students level of achievement relative to the expected achievement in a F2F model
- Student engagement and parent involvement
- Teacher wellness (e.g., preparedness, district support, stress management, workload, etc.)

Graduation Rate – School Completion

5 Year Rate

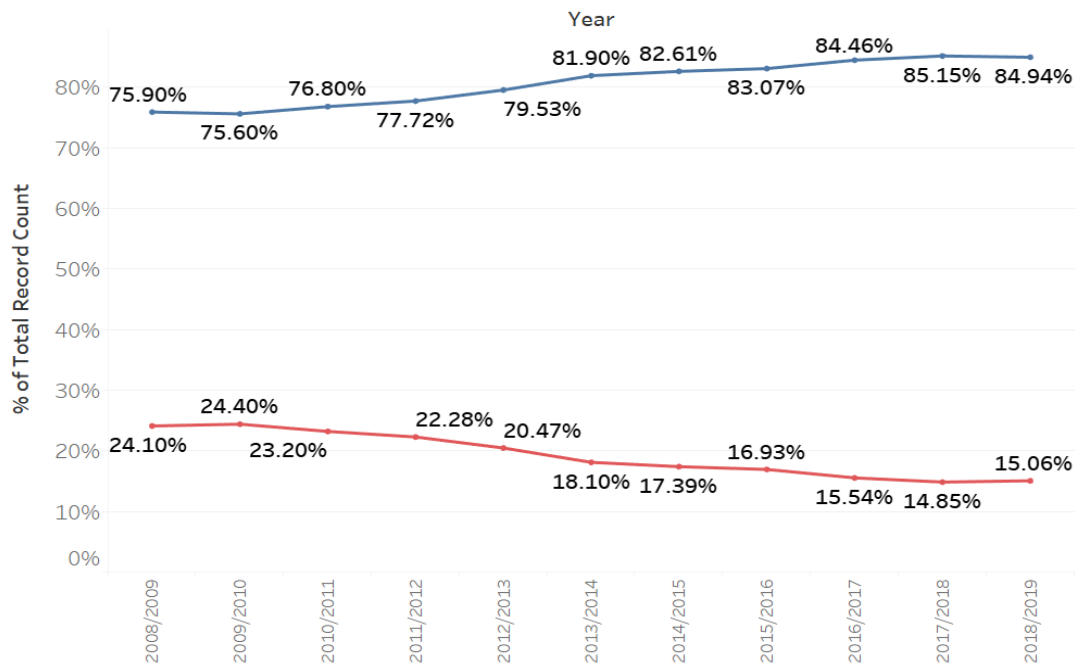
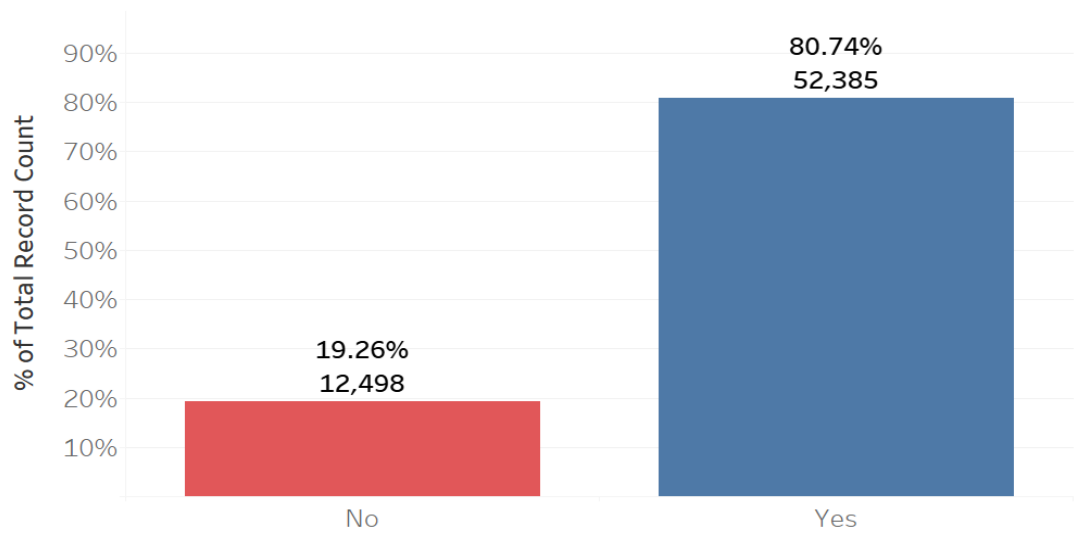


All learners



Indigenous learners

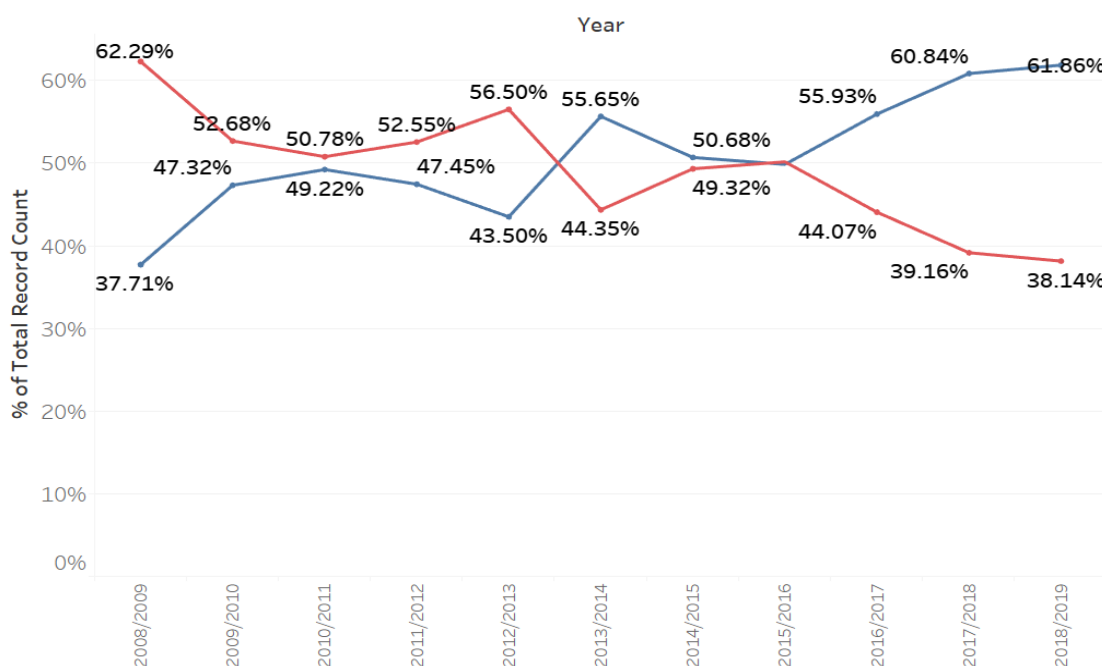
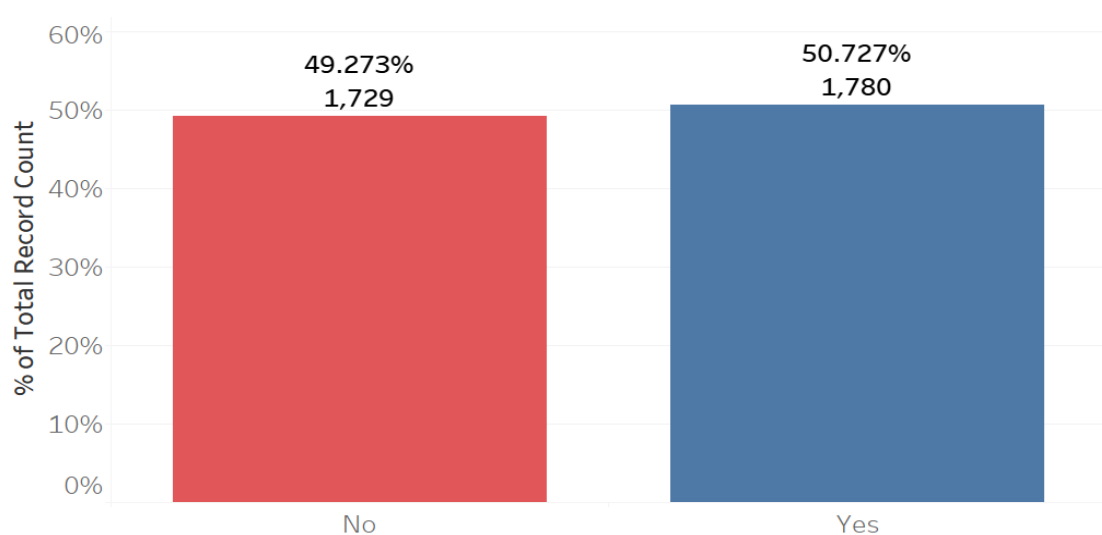
Graduated On Time - All



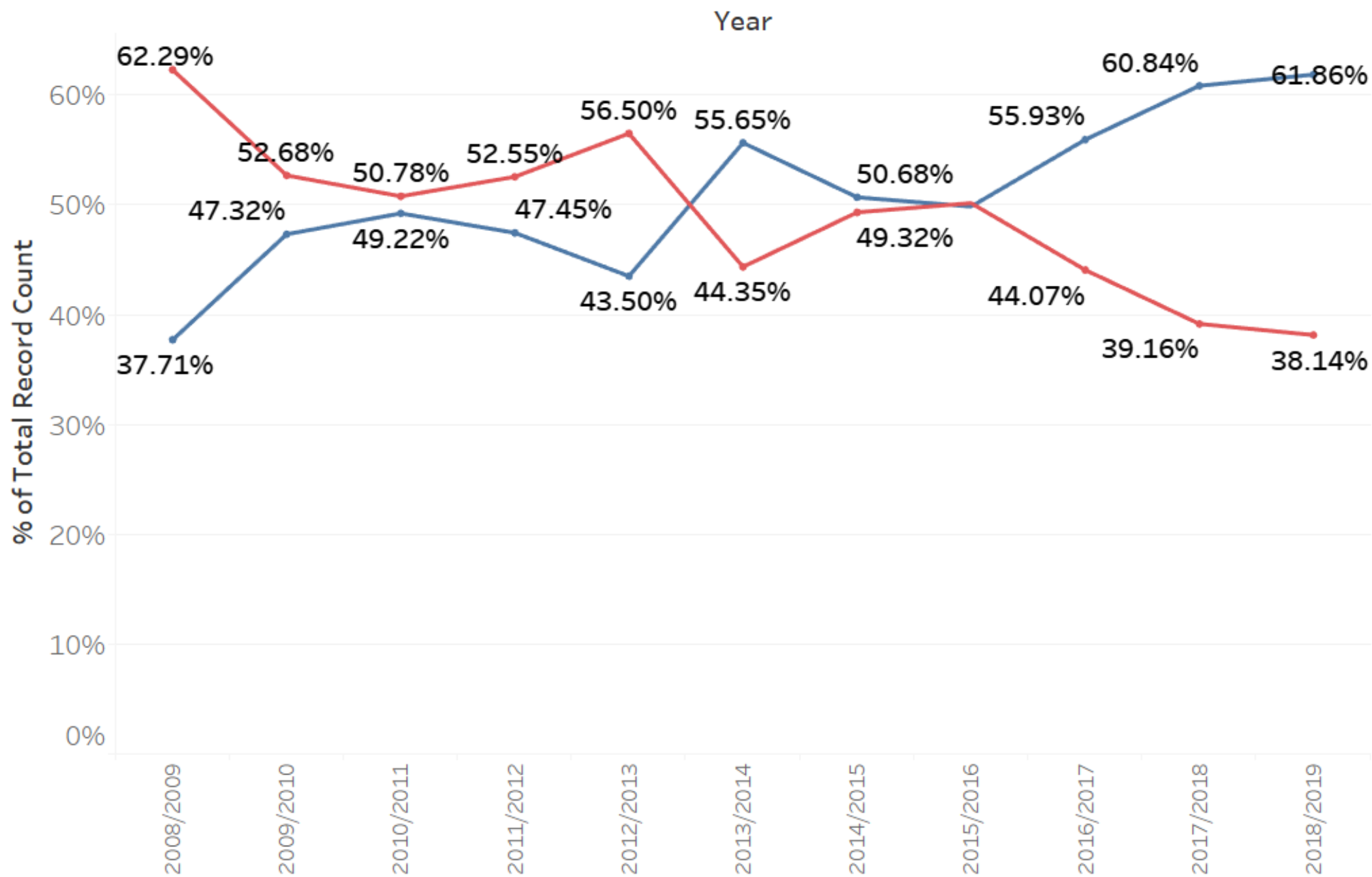
All learners

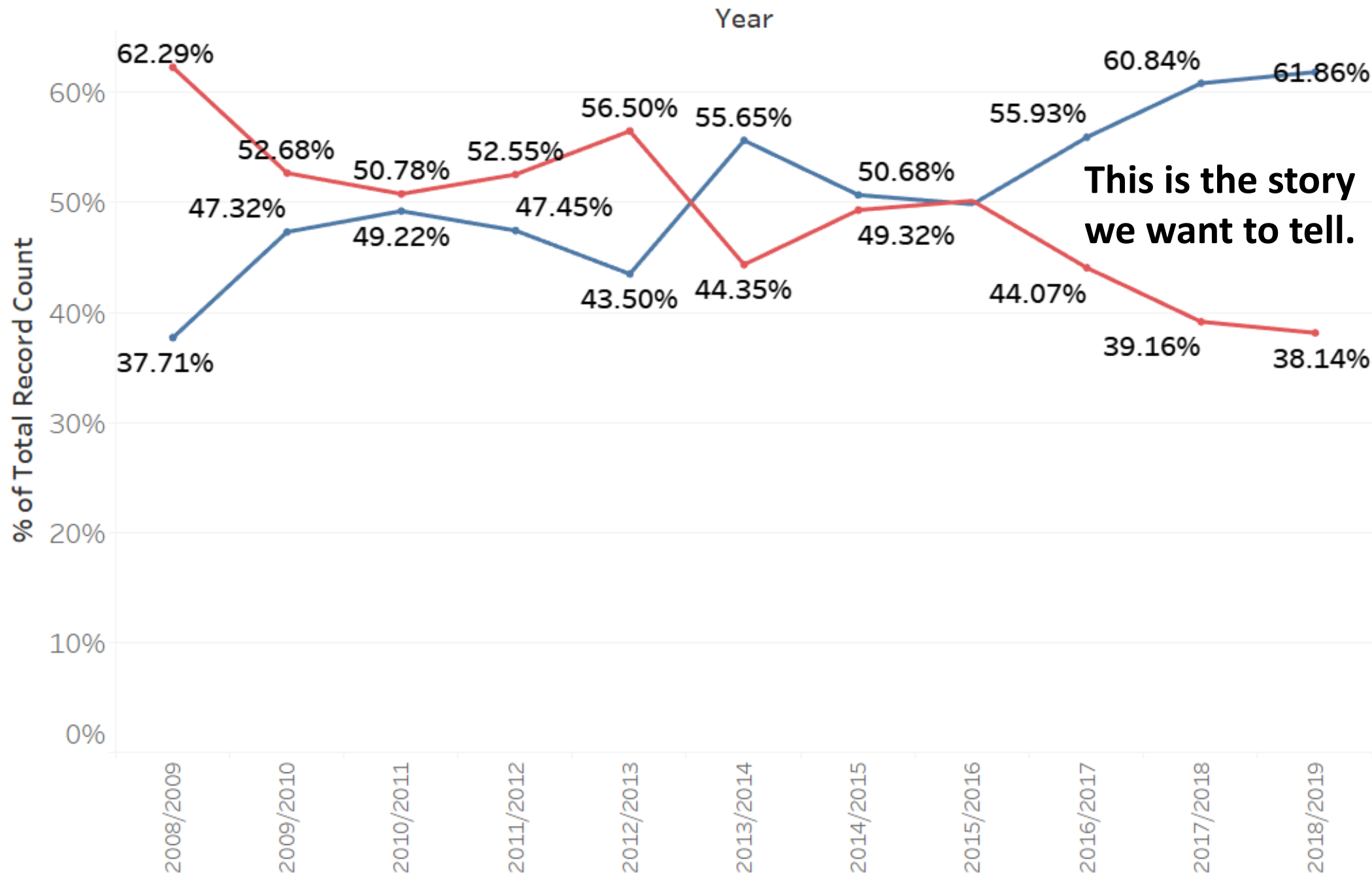
6 Year Rate

Graduated On Time - All



Indigenous learners

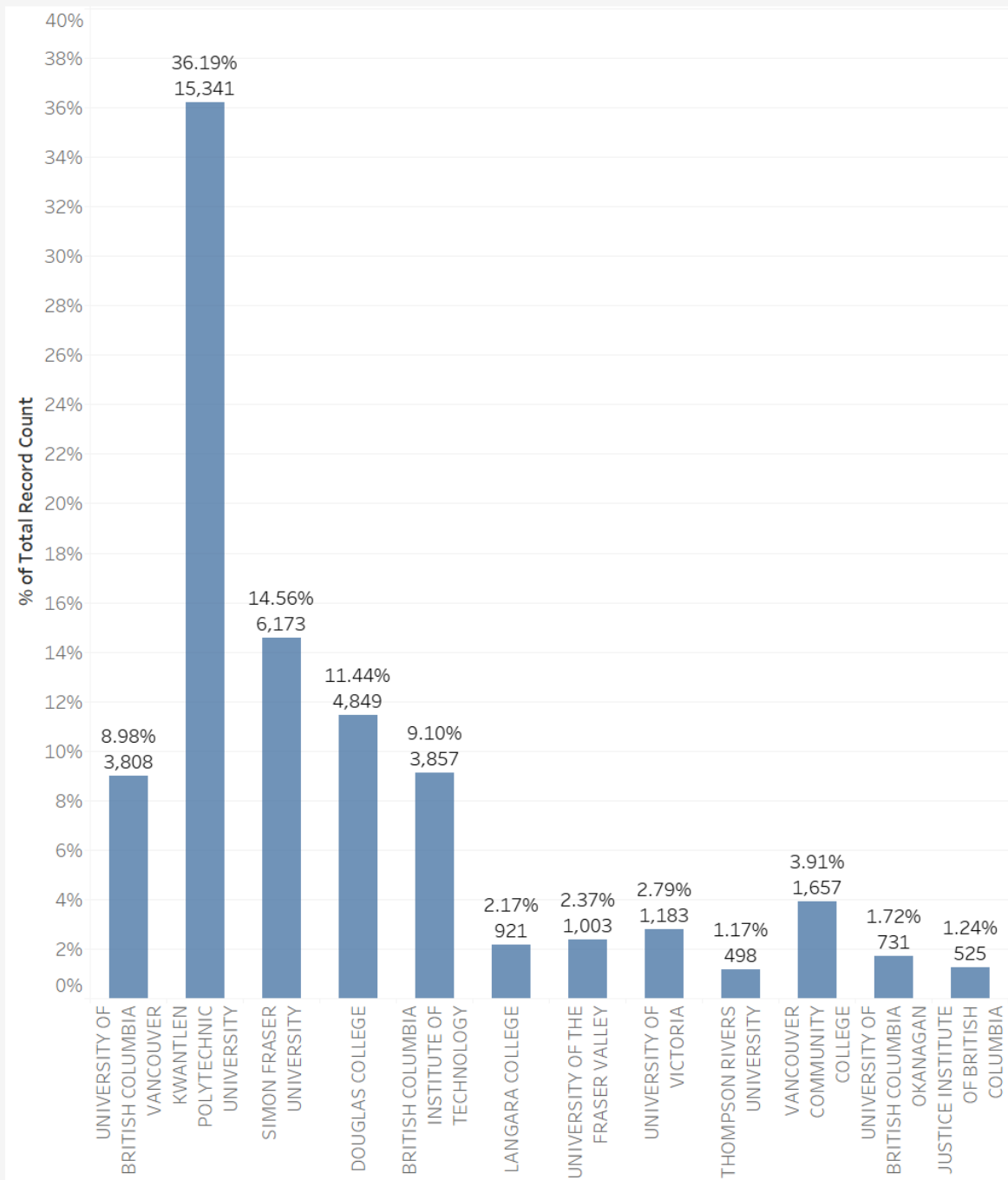




**This is the story
we want to tell.**

Where do they go when they graduate?

First BC PSI For Students



80% of all our graduates who go to post-secondary choose (their first post-secondary institution):

1. KPU
2. SFU
3. Douglas College
4. BCIT
5. UBC

1 out of every 3 choose KPU

Summary

- We have a Board Annual Work Plan
- We have a District Vision for Learning by Design
- We have priority practices that are our overarching themes for quality and equity
- We have strategic priorities that allow us to investigate how we are doing.
- You will see these things in concert.

Strategic Alignment

- Learning by Design – is what we believe
- Board Annual Plan – is how we govern
- Priority practices – are how we focus on quality learning
- Strategic priorities – these are our investigations – how will we know how we are doing
- Evidence framework – a supporting portfolio
- Public Accountability – how we tell our story

We do well

- But we always have work to do
- Our vision will remain steadfast
- Our practices will help our vision become a reality
- Our focus will tell us how our practices are making a difference
- Our evidence will tell us how our focus is unfolding
- Our stories of practices, examples and evidence are our accountability to the public on the success of our vision

Finally

- Any organization is only as good as the people within
- It is a time of challenge and change
- We need to keep our eye on the prize of how we support, sustain and nurture a healthy organization at all levels