

Communicating Student Learning

Communicating Hope



We pray....

Leader: The success of our schools depends not so much on subject matter or methodology as on the people who work there.

Reader #1: The importance of parents can never be over-rated. Whether we know it or not, we influence one another in incredible ways

Reader #2: We loosen the bonds of ignorance and aimlessness. We foster curiosity and wonder. We create memories, some of which last a lifetime.

Reader #3: But we learn as well as teach; and we need people to learn from and with – just as our children do.

Reader #4: It's worth remembering, that we learn so much from each other as we watch, listen, and collaborate as members of a team with our children's teachers.

Reader #5: Schools exist for learning. Our task is to promote the sort of learning that results in true wisdom.

Reader #6: As each year passes; we learn more about the art of parenting and teaching, about how to forge essential links between home and school, between a child's readiness and the learning experiences we provide, between freedom and discipline, between faith and life.

Reader #7: If we are really growing in wisdom, we learn more and more about ourselves, and the deepest values that give us direction and purpose.

Leader: Holy Spirit of God, open our minds and hearts so that we might appreciate the true significance of our work and accept the challenge of change and growth.

All: Help us to see ourselves as special instruments of Your grace in the lives of our children and with one another.

And as we teach others, may we be ever-ready to learn.

Help us to develop the personal qualities that will make a difference.

Help us to love our children.

Do you remember?

**What was going to school like for you?
Highlights and challenges.....**

Imagine.....

**If you could design school to be how you want,
what would it be like?**

Goals of education.....

- a literate communicator
- a self-directed learner
- a complex thinker
- an involved citizen
- a collaborative contributor
- *a faithful follower of the Gospel!*

When kids imagine.....

What concrete evidence could they produce to show competence?

- Literate communicators: are those who mean everything they say, and can read, write, and talk so others can understand them.
- Self-directed learners: take charge of their assignments and ask questions.
- Complex thinkers: have lots of creative ideas and are careful observers.
- Involved citizens: participate in school activities, try to find solutions to help others, and take action to do something about what they believe.
- Collaborative contributors: pay attention in class, offer ideas, and help classmates work together in small groups.
- Faithful followers of the Gospel:

Curriculum Redesign

British Columbia's curriculum is being *redesigned* to respond to the demanding world our students are entering. *Transformation* in curriculum will help teachers create learning environments that are both engaging and personalized for students. At the heart of BC's redesigned curriculum are **core competencies, essential learning and literacy and numeracy foundations.**

It's a work in progress....

- » How can we be more intentional in planning for learning experiences that build upon and nurture Core Competencies?
- » How can our unit planning (and documentation) be much more explicit with the language of the Core Competencies?
- » Why do teachers not “report” on core competencies in isolation? Suggestions on the language for communicating curricular competencies (levels of proficiency)? Assessing is not an algorithm.
- » Practical suggestions regarding student portfolios – how do we create opportunities for student voice and ownership of his/her learning?



Communicating Student Learning

Kindergarten:

- * Self-Regulation

- * Learning Dispositions - the ways the student approaches experiences. They are intended to show growth over time.

Eg. Planning ahead, reflecting on experiences, showing interest, making connections, generating questions, investigating ideas, showing imagination and creativity, taking risks and persevering.

- * *Six Areas of Development- social, physical, emotional, cognitive, creative, spiritual*

Primary:

- * Self-Regulation - the ability to manage thoughts, emotions and behaviors
- * Learning Dispositions - the ways the student approaches experiences.
- * *Content Areas (Literacy, Numeracy, Physical Education, Aesthetic and Artistic Development, Social Responsibility)*

Intermediate:

* *Literacy and Numeracy* – Literacy and Numeracy assessments made by teachers are drawn from all content areas and learning activities (including French, Social Studies, Science, ADST: Applied Design, Skills and Technology, etc.)

* ***Core Competencies*** (Communication, Social Responsibility, Critical Thinking, Creative Thinking, Personal and Cultural Identity, and Positive Personal Awareness and Responsibility)

Competency-driven Learning

Core Competencies (skills) and **Curricular Competencies** (subject matter)

How to *shift* our assessment practices from. . .

deficit-language (reporting what a student *can't* do) to

strengths-based language (communicating what a student *can* do). . .

Fixed VS **Growth** Mindset.....

SHIFT:

From **EARNING**.....to **LEARNING!**

From “What did I *get?*” to.....

”Now I *get it!* Or:

“I have a plan to *get better* at it!”

- assessment can be viewed as a positive, *ongoing* process on a continuum
- not an end in itself - “A” at end of term

Pressure!

.....from parents' expectations, and their own expectations

Anxiety.....cheating, copying homework, lying, cramming (and forgetting)

High achieving students are afraid of failure

Struggling students feel loss of hope and show disengagement.

Is this the purpose of learning?

Instead.....

We want to create a school culture and climate where students...

- Take risks!
- Persevere!
- Are courageous enough to make mistakes, because they recognize they can learn from them!
- Are empowered to be actively involved in their assessment.

- Relationships improve.....more caring and supportive
- Side by side, rather than toe to toe
- Our students don't actually need grades and scores to *learn*.
- Instead, descriptive feedback and a focus on how to improve is more effective.

Continuum of Learning

- **Beginning** – Student requires teacher direction and support to acquire skills.
- **Developing** – Student is learning to practice and apply skills with some teacher support.
- **Applying** – Student is applying skills with increasing consistence and independence.
- **Mastering** – Student consistently and independently demonstrates competence in applying skills.

Growth mindset . . .

- descriptive levels that have no values attributed to them, so that “*beginning*” is no better than “*mastering*”
-once we’ve **mastered** a skill, it’s time to **begin** learning the next one, **develop** it with some support, and **apply** it before reaching **mastery** levels (and then **extending** it to new situations and problems).....

Beyond Letter Grades: *Communication!*

Teachers know that assessment is not helpful if kept to themselves, so expect to see:

- more conversations with students happening, using different kinds of language.
- communications with parents shifting.

The allure of letter grades is just that; the ease of communication, **but** they can mean a million different things.

We want to replace them with improved home/school communication: Give students ownership of their goals and have them write a status report home, send an email or a text, draw a picture, create a design, take part in a performance.

- Everybody should know where they are at and where they are headed throughout the year.

Goals of education:

- a literate communicator
- a self-directed learner
- a complex thinker
- an involved citizen
- a collaborative contributor
- a faithful follower of the Gospel, who recognizes and appreciates ***truth, beauty*** and ***goodness***

Imagine.....!

**If you could design school
to be how you want, what
would it be like?!**

In 1986, Czech dramatist, writer and human rights activist **Vaclav Havel** spoke of the power of *hope*. In 1989 he became the first president of Czechoslovakia after the fall of the Communist regime. Here are his words:

"Either we have hope within us or we don't. It is a dimension of the soul, and it is not particularly dependent upon some observation of the world. It is an orientation of the spirit, and of the heart. It transcends the world that is immediately experienced and is anchored somewhere beyond horizons. Hope is a deep and powerful sense and it is not the same as joy that things are going well or the willingness to invest in opportunities which are obviously headed for success. But rather, it is an ability to work for something because you believe in it. Hope is definitely not the same thing as optimism. It is not the conviction that something will turn out well, but the certainty that it makes sense regardless of results. It is hope, above all, which gives us the strength to live and to continually try new things."

From Vaclav Havel's *Disturbing the Peace: A Conversation with Karel Huizdala*



Purpose of education?

Make an impact!

Create change!

It should change the students as well as the people and subjects they're learning about.....

- Teachers are required to report on student progress 5 times during the school year.
- One parent/student/teacher conference at the beginning of Nov. This will be in-depth and will be based on a collection of student work. At the conference, a future learning goal will be determined by the student, parent and teacher. Notes of each conference will be kept on a conferencing report card template and these, will be kept in the student's file. Parents will receive a copy of the notes from the conference.

- A second parent/student/teacher conference will be completed prior to Spring Break. This process will be identical to that in the first term.
- A formal written report will be given at the end of the school year that details learning in the third term and summarizes learning through the year.

- Two informal reports will be done throughout the year. These can take many different forms (e.g. sending work samples home for you to review, phone calls, informal or formal meetings, shorter progress checklists throughout the year)

- Our research indicates that this method of reporting was found to be more meaningful and informative for teachers, parents, and students.
- We appreciate your support
- we will be very much looking forward to your feedback throughout the year as we work to refine the process. As always,
- please do not hesitate to contact your teacher if you have any questions.