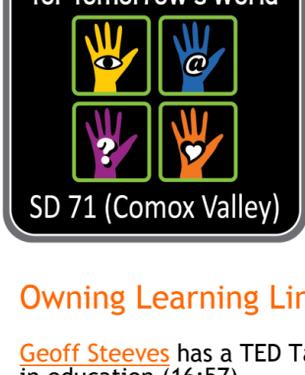


INNOVATIVE INKLINGS

Comox Valley School District Newsletter for Innovation

February 12, 2016



Owning Learning

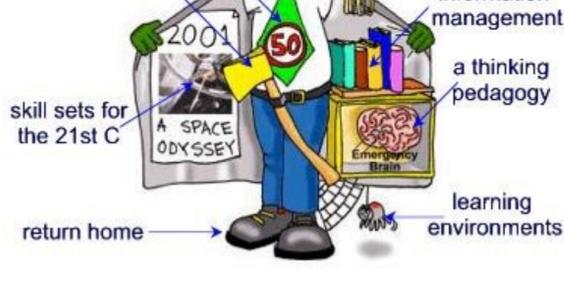
Links
Inspector Gadget
Quotes
Valley View
Successful Learners
C.I.D.

Owning Learning Links

[Geoff Steeves](#) has a TED Talk on the value of adventures in education (16:57)

[The Building Blocks for Learning Framework](#) (page 5) represents the skills and mindsets that students use to access, acquire and apply the academic content prioritized in classrooms.

[Alan November](#)—Who Owns the Learning? Preparing students for success in the Digital Age.



Quotes

“Everybody experiences far more than he understand. Yet it is experience, rather than understanding, that influences behavior.” - [Marshall McLuhan](#)

“Tell me and I forget. Show me and I may remember. Involve me and I learn.” - [Benjamin Franklin](#)

Around the District

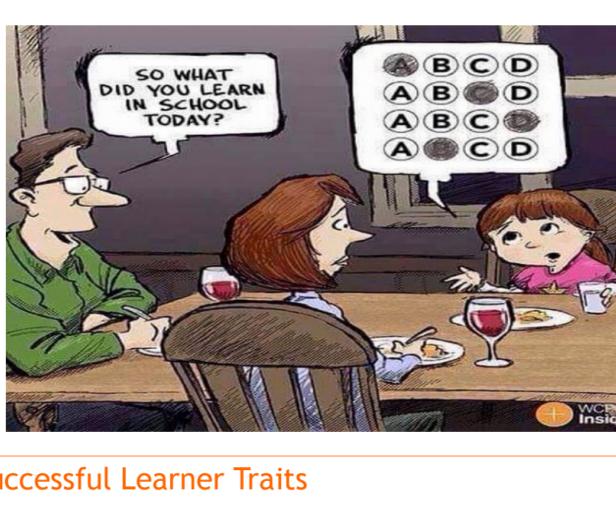
Innovative events and efforts from around our district

Valley View Elementary School

[Valley View Elementary School](#) had their school review this week and the mural at the entrance was a good indication for what the school is about. It became very clear that active learning is a core characteristic throughout the grades and curricula. The knitting club has students in all grades participating with staff and many members from the community. The connection between the primary students and [Berwick](#) residents has many reciprocal benefits, and they are manifested in very different ways. Students in Kindergarten and Grade 1 go, with their teachers [Karen Reimer](#) and [Debra Fullerton](#), to Berwick Retirement Community as part of the Intergenerational Project to participate in a number of activities. Quite often, there is one resident for each child to work with. A plan for future weeks is to recreate work from last year with [Mavis Aubichon](#) with various projects connected to aboriginal themes, notably the applications of Medicine Wheels for seasons, stages of life, symbolism, etc.

[Sherry Dittrick](#) commented on the value of integrating curriculum between disciplines and giving student learning relevance. One example is student involvement with [Junior Achievement](#) and she had two of her grade 6/7 students present their work with this program in French. [Eileen Monks](#) and [Sam White's](#) grade 5/6 class talked about her experiences with working with physics and robotics: “It was very frustrating, but fun,” said one student. The students took great pride with the fact that their learning is predominantly hands on, experiential learning organized by challenges that they need to work on. Finally we got to witness members of [Briar Pateman's](#) grade 3 class sit in a talking circle discussing how they use the Successful Learner Traits and how different experiences impact their learning. This class also spends a lot of time taking advantage of nature's classroom and each student has their 'perch of perception'. As Briar said, her goal is to enhance their curiosity and empathy with the world around them.

Inquiry is in all parts of what happens at Valley View, from their goals to individual student inquiries. They have active PLC teams that are working to improve student connectedness, writing skills, oral language skills, and finding each child's spark. There is also an extensive use of “I can...” statements and student ownership of their learning. Students recognize that learning is on a continuum and that their focus on the Successful Learner Traits will make them successful no matter what they do with their lives.



Successful Learner Traits

Thoughtful—making connections, asking deep thinking questions, making predictions and inferences, solving problems, being mindful and observant - thinking carefully.

Strategic—planning ahead, being resourceful, being organized—working smart.

Creative—showing what you know in a brand new way, finding unique ways to solve a problem, taking smart short cuts, modifying or changing something into a completely new thing—being original.

Risk taking—trying something new—being bold.

Compassionate—thinking about others, being fair, being considerate and respectful, helping, sharing, caring, including others—being kind.

Confident—wanting to do your best, thinking positively, taking pride in your work, having a great attitude—believing in yourself.

Enthusiastic—energized by positive thinking, excited about learning, motivated, looking forward to new things, happily engaged—up.

Industrious—hard working, making good use of time, persisting through setbacks and challenges, staying focused—taking initiative.

(For more information about how to apply and teach these traits of successful learners go to the [Pro-D brochure](#) and attend event #15 or contact [Sue Bannister](#) directly)

Curriculum Implementation Day—Teachers

This schedule was sent out by Nick Moore this week:

When: Thursday, February 25th, 2016

Where: Mark R Isfeld Secondary 8:30pm - 3:00pm

8:30-8:40 - Arrival and get name tags

8:40-8:45 - Aboriginal Welcome

8:45-9:00 - Opening Remarks

9:00-10:00 - Opening Conversation with [Maria LeRose](#). Maria will invite teachers to think about and reflect on **why** the **curriculum is changing** and why it must change. She has the **unique background** that will help us to understand “WHY” the curriculum is changing.

10:05-10:30 - Break - Refreshments provided by the CDTA

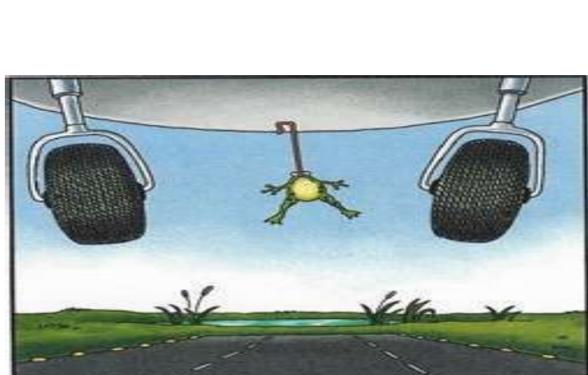
10:30-12:00 - Interactive panel discussion with local teachers moderated by Maria LeRose. Opportunities for conversations among teacher will be offered. Possible topics will include the process that occurred to get to the redesigned curriculum, diversity, aboriginal perspectives, and competencies.

12:00-1:00 - Lunch - provided by SD71

1:00-1:20 - Keynote Address by Rob Everson, Chief of the Komoux First Nations

1:30-3:00 - Facilitated sessions on the topic of competencies. We will break into groups of about 25 people. The groups will range from K-12.

The goal of the session will be to investigate the [Core Competencies](#) with the focus on what you are already doing that encompasses them and what you are interested in developing in your practice.



Thank you for taking the time to read this and please direct any suggestions, questions, or inquiries to me directly: Gerald.Fussell@sd71.bc.ca