

INNOVATIVE INKLINGS

Comox Valley School District Newsletter for Innovation

March 4, 2016

Today's Learning
for Tomorrow's World



SD 71 (Comox Valley)

The Leader in Me

7 Habits Links

7 = 21st Century

Quote

Formative Assessment

Aspen Park

Questions to Ask

Profound Learning

Delusion

The Leader in Me Links

Aspen Park Elementary School has been a 7 Habits ([The Leader in Me](#)) School since 2009.

Here is a quick summary of the signature [7 Habits of Highly Effective People](#) program by [Stephen R. Covey](#).

More information about *The Leader in Me* program can be found by clicking [here](#).

2. Common Language of Leadership



The 7 Habits

Habits 1-3: Private Victory

- Be Proactive®
- Begin With the End in Mind®
- Put First Things First®

Habits 4-6: Public Victory

- Think Win-Win®
- Seek First to Understand, Then to Be Understood®
- Synergize®

Habit 7: Renewal and Improvement

- Sharpen the Saw®

21st Century Skills

- Initiative & Self-direction
- Leadership & Responsibility
- Productivity & Accountability

- Social skills & Cross-cultural skills
- Communication & Collaboration
- Critical thinking / Problem solving

- Creativity

- Adaptability & Flexibility

The Leader in Me

“I am not a product of my circumstances. I am a product of my decisions.”
- Stephen Covey -



Around the District

Innovative events and efforts from around our district

Aspen Park School Review

This week Aspen Park Elementary School had their school review and there was much evidence of [7 Habits of Highly Successful People](#) throughout. In 2009, Aspen Park brought the [Leader in Me](#) program to the district and made it a part of their culture. 7 years later the value of this work is evident in the staff and students of this school.

In January the students in grades 6 and 7 held a bottle drive to raise money for their May trip to Camp Homewood and recycled 15,740 items in 5 hours. This undertaking was linked to the first three habits—Be Proactive; Begin With the End in Mind; and Put First Things First. Much of what occurs at Aspen Park is linked to ‘the habits’ and this translate into student ownership, understanding, and application of the ‘habits.’

Student guides/ambassadors met us at the door and did an excellent job of not only guiding us, but also making sure any questions we had were answered authentically. We began a presentation by two members of the Aspen Aboriginal community and they showed us some of the rich events and activities that the school community has participated in over the past year.

In [Pam Merritt's](#) grade 2/3 class we saw student created talking sticks that were the subject of their writing work which followed clear learning intentions. The students were all able to articulate what they were doing, why they were doing it, their strengths, and their next steps in learning.

In the [ENTER](#) classroom, teacher [Meiko Matsumoto](#) was demonstrating the proper use of the drill press to a group of students while others were working on various projects important to them, applying the skills, knowledge, and understandings they were building. The ENTER program is a blended learning program that is designed for students with a passion for science and a curiosity for how things work.

In [Ria Volkers](#) and [Ann Lewis's](#) class we saw a presentation on [MARS](#) by Brian. Other than Brian's excellent presentation skills and the majestic beauty of [Brinley](#), what stood out for me happened at the end of Brian's presentation. Students were offered the chance to ask questions, and they did, good questions. But, when Ann asked them if they had any compliments for Brian, hands shot up all over the room and kids were full of insightful, useful, and authentic compliments for Brian. This says something powerful about the culture we saw throughout our visit. I was also particularly pleased to see another student running the technology for Brian, including some good troubleshooting.

In [Kelly Greene's](#) class students were working in small groups on many different activities; however, several things stood out. They were all engaged. They knew what they were doing, why they were doing it, and what their next steps were. And, there was a lot of dialogue and all of it showed authentic interest, support, and learning. The students understand and apply what they are learning through the [Leader in Me](#) program.

Through their PLC teams and school community work, Aspen Elementary is working to find ways to assess how the students are doing with their development of the ‘7 Habits’. Anecdotally, it is easy to see the benefits of this work, but how do we quantify it? There is no doubt that it is the culture of the school.

Questions To Ask Your Child

Here are some questions for you to ask your child during his/her student led conference. These are suggestions, so please look them over and pick a few that you would like to ask.

- What are you most proud of?
- What would you like to learn more about?
- It makes me proud to see that...
- What are you working on now?
- Can you tell me more about...?
- I can tell you improved in...
 - What did you find challenging this quarter?
- Did you reach your goals? Why/why not?
- How can I help you become a better leader?

Profound Learning Platform

Since October 30th, 2014, many in our district have been working with the Profound Learning Platform (see [Imaginal Learning](#)). Much of the excitement has centred around a recognition that this platform honours many of the things we believe about learning and could be a tool to support our redesigned curriculum. Currently, more than 100 educators in 17 schools are doing some work related to this platform. In essence, the platform breaks our curriculum down into essential learning parts and then provides a framework to take those parts, put them together across curricula and level, to make Learning Maps and Learning Adventures. Learning Adventures are integrated, engaging projects that students learn through. Learning Maps are transparent tools that allow for student self-assessment and accountability; they take specific curriculum that the teacher has selected and present it in a chart format. From this, students are also able to track their progress throughout the year.

Before we can realize this potential, we need to build the Essential Learning Framework for any subject and level we are interested in working with (we are currently working on grades 5-9 in the four core subjects). After that we need to create the Essential Learning Bank (each sub-topic broken down into fundamental learning statements). Once that's done, we enter the Essential Learning Bank into the software and begin to build capacity in creating Learning Maps and Learning Adventures. Needless to say, this is a considerable amount of work that takes a considerable amount of time: teams have been working on this all year. Outside of this, but connected to it, individuals and small groups of teachers have been working with the ideas and the structures in their own classes and schools and have been having great success and even greater learning. The work continues: what it will look like 3 and 5 years from now is very difficult to predict. However, through it all, the focus on student learning, student ownership, and student growth remains the focus.



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