



September 13, 2018



WELCOME!

First Day Photo Booth



A vertical image on the left side of the slide shows a stack of five smooth, dark grey stones balanced on top of each other. They are placed on a surface of water, which reflects the stones and the sky. The background of the entire slide is a light blue gradient.

New Teachers

Julie Rubadeau

Amanda Brunn

Teegan Dorsey

Dena Schultz - LAT

**Cathy Swabey – Classroom
Support**

Adrian Juric - Counsellor

Lindsay Lindsay – Resource



A vertical image on the left side of the slide shows a stack of five smooth, dark grey stones balanced on top of each other. They are placed on a calm body of water, which reflects the stones and the sky. The background of the entire slide is a light blue gradient.

Welcome Back

Jenny Cartwright

Sydney Hertz

Karin Brett

Rochelle Popoff



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Enrolment

K - 37 (41)

1 - 40(44)

2 - 34 (36)

3 - 20 (24)

4 - 41(41)

5 - 33 (33)

6 - 42 (35)

Total of 248 (254)





Raymer's Mission Statement

**Raymer Elementary School
community empowers students to
be confident, curious, resilient life-
long learners in a collaborative,
respectful and safe environment.**



School Improvement Goal

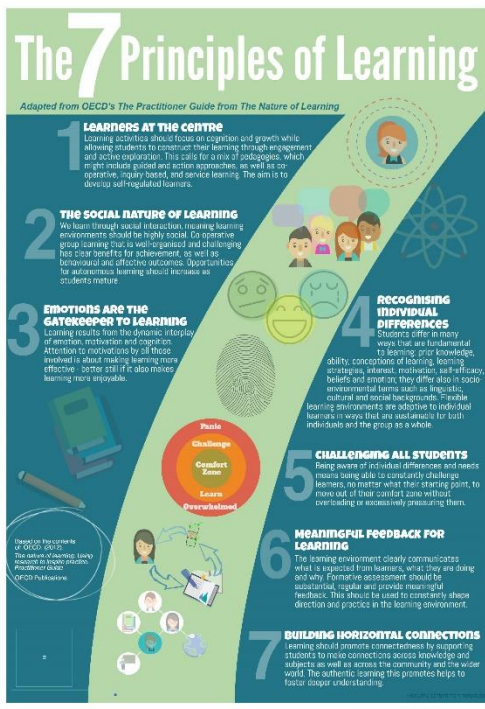
To develop a growth mindset with all our learners to empower them to tackle the challenges that will come in life and the belief that they can succeed with hard work and perseverance.

School Focus:
The principles of assessment for learning.
Social emotional learning

The 7 Principles of Learning

Adapted from OECD's *The Practitioner Guide from The Nature of Learning*

- 1 LEARNERS AT THE CENTRE**
Learning activities should focus on cognition and growth while allowing students to construct their learning through engagement and active participation. This calls for a mix of pedagogies, which might include guided and action approaches, as well as co-operative, inquiry-based, and service learning. The aim is to devote to self-regulated learners.
- 2 THE SOCIAL NATURE OF LEARNING**
We learn through social interaction. Creating learning environments should be highly social. Co-operative group learning that is well-organized and challenging has clear horizons for achievement, as well as behavioural and effective outcomes. Opportunities for autonomous learning should increase as students mature.
- 3 EMOTIONS ARE THE GATEWAY TO LEARNING**
Learning results from the dynamic interplay of emotion, motivation and cognition. Attention is motivated by all these. Involvement is about making learning more effective. Better still, it also makes learning more enjoyable.
- 4 RECOGNISING INDIVIDUAL DIFFERENCES**
Students differ in many ways that are fundamental to learning: prior knowledge, ability, conceptions of learning, learning styles, interests, motivation, self-efficacy, beliefs and emotion; they differ also in socio-environmental factors such as linguistic, cultural and social backgrounds. Flexible learning environments are additive to individual learners in ways that are beneficial for both individuals and the group as a whole.
- 5 CHALLENGING ALL STUDENTS**
Being aware of individual differences and needs means being able to consistently challenge learners, no matter what their starting point, to move out of their comfort zone without overloading or excessively pressuring them.
- 6 MEANINGFUL FEEDBACK FOR LEARNING**
The learning environment clearly communicates what is expected from learners, what they are doing and why. Formative assessment should be substantial, regular and provide meaningful feedback. This should be used to consistently shape direction and practice in the learning environment.
- 7 BUILDING HORIZONTAL CONNECTIONS**
Learning should promote connectedness by supporting students to make connections across knowledge and subjects as well as across the community and the wider world. The authentic sharing this promotes helps to foster deeper understanding.

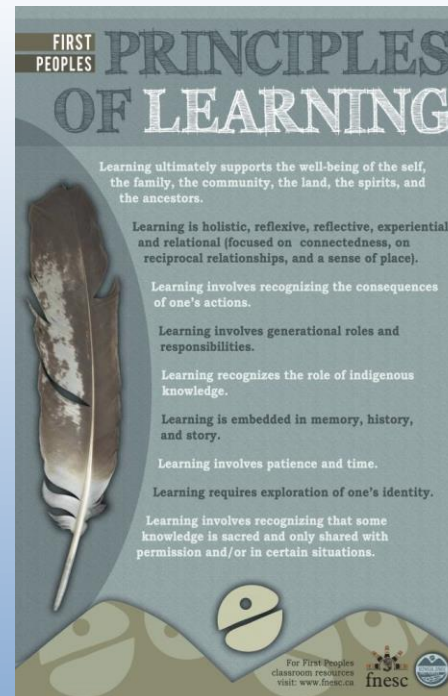


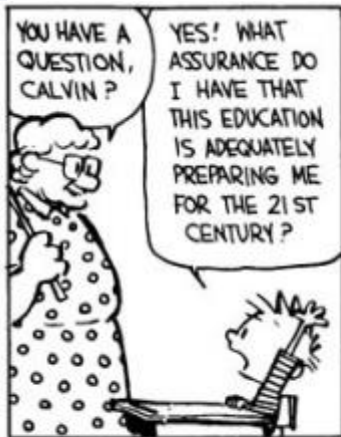
FIRST PEOPLES PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

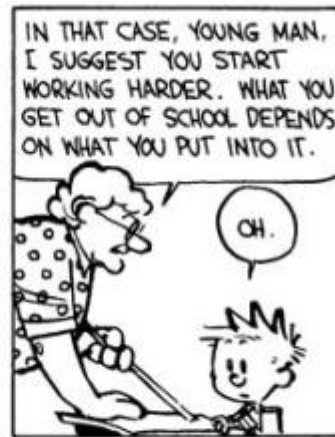
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

For First Peoples classroom resources visit www.fpsc.ca





AM I GETTING THE SKILLS I'LL NEED TO EFFECTIVELY COMPETE IN A TOUGH, GLOBAL ECONOMY? I WANT A HIGH-PAYING JOB WHEN I GET OUT OF HERE! I WANT OPPORTUNITY!





Importance of Language – see Newsletters





Key Concepts

- Treat Others as you would like them to treat you.
- Be brave – participate to progress.
- Pursue your personal best no matter who you work with.
 - Have reasons for the things you say and do.
- It takes great strength to be sensible.

Learning how to create strong relationships and be a positive contributor



Central Kelowna Family Learning Forum

KSS

Oct 23

6:00-7:00



OUR JOB IS NOT TO
PREPARE STUDENTS
FOR SOMETHING.
OUR JOB IS TO HELP
STUDENTS PREPARE
THEMSELVES FOR
ANYTHING.

- A.J. JULIANI -



Introductions



Scott MacDonald
DEPUTY MINISTER



Zita Teng
EXECUTIVE DIRECTOR -
EXECUTIVE OPERATIONS



Deputy Minister's Office

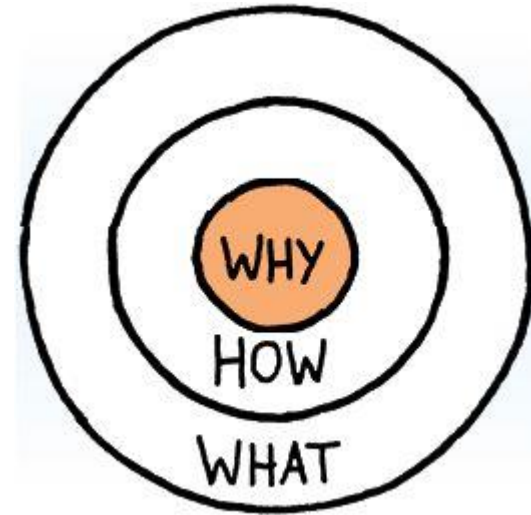
Key Responsibilities:

- ✓ Corporate Communications
- ✓ Stakeholder Relations
- ✓ Executive Operations
- ✓ Corporate Writing Services
- ✓ Corporate Planning

OUR PURPOSE

WHY

W E D O W H A T W E D O



OUR PURPOSE

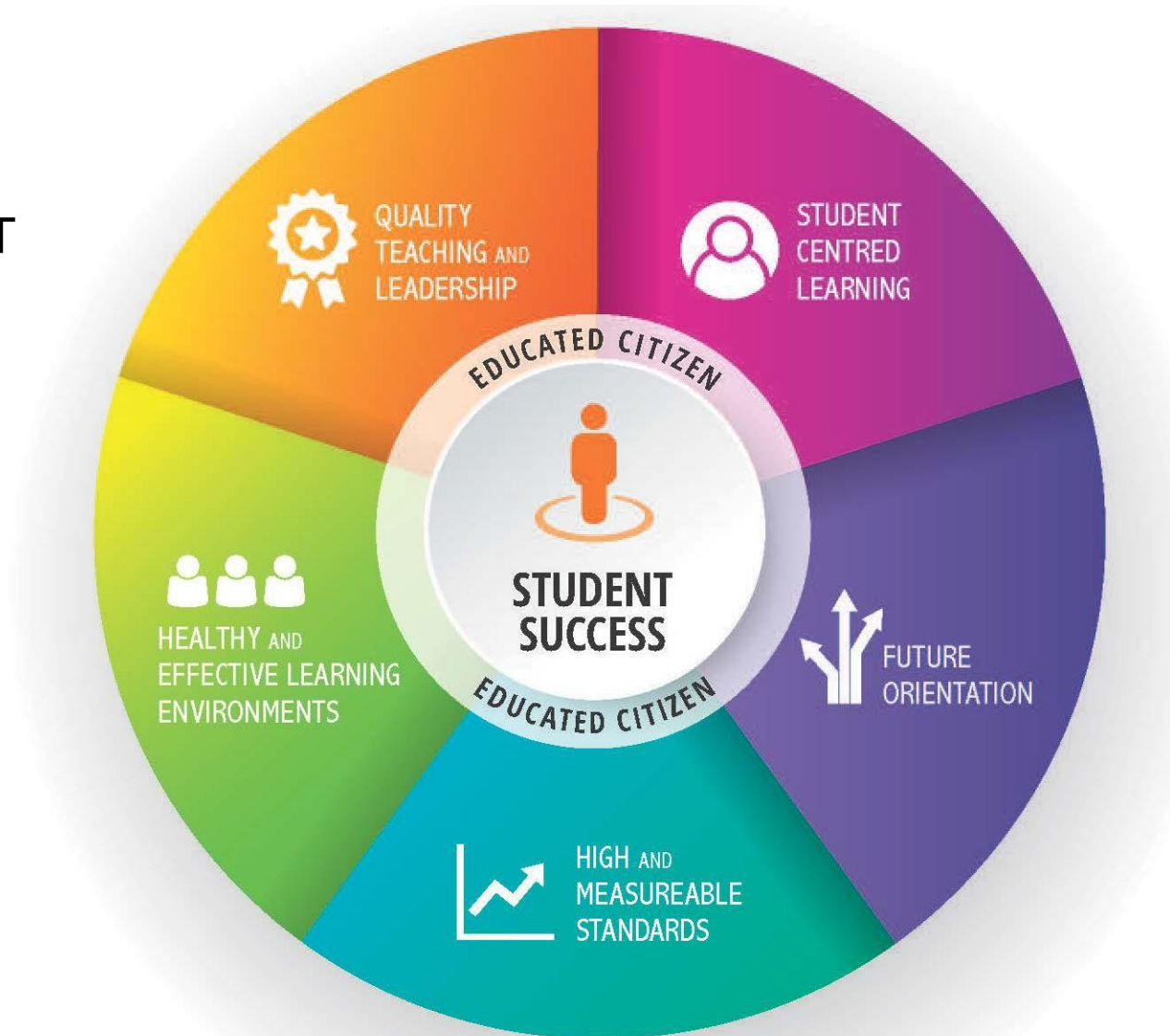
WHAT

WE'RE AIMING TO ACHIEVE



OUR PURPOSE

HOW
WE DO IT



Why Might We Choose to Use Alternate Forms of CSL (4)

To support the implementation of our competency-driven, concept-based curriculum. As learning is being designed differently new ways of assessing and communicating student learning are necessary.

To ensure that parents are better informed about their child's progress

To empower students to take greater ownership over their own learning. (learner agency)

To empower educators to more effectively communicate students' accomplishments and growth over time as they develop their unique profiles as learners in relation to the learning standards.





Lighthouse team at the Leadership Symposium in Courtenay = Growth Mindset



The “Musts”

MUST adhere to Policy 506 – Principles of Assessment

MUST adhere to Criteria for Quality Communication of Student Learning

MUST ensure parents are involved in the process and consulted with

- Parent information session – Nov 1
- PAC meetings
- Reflection Forms

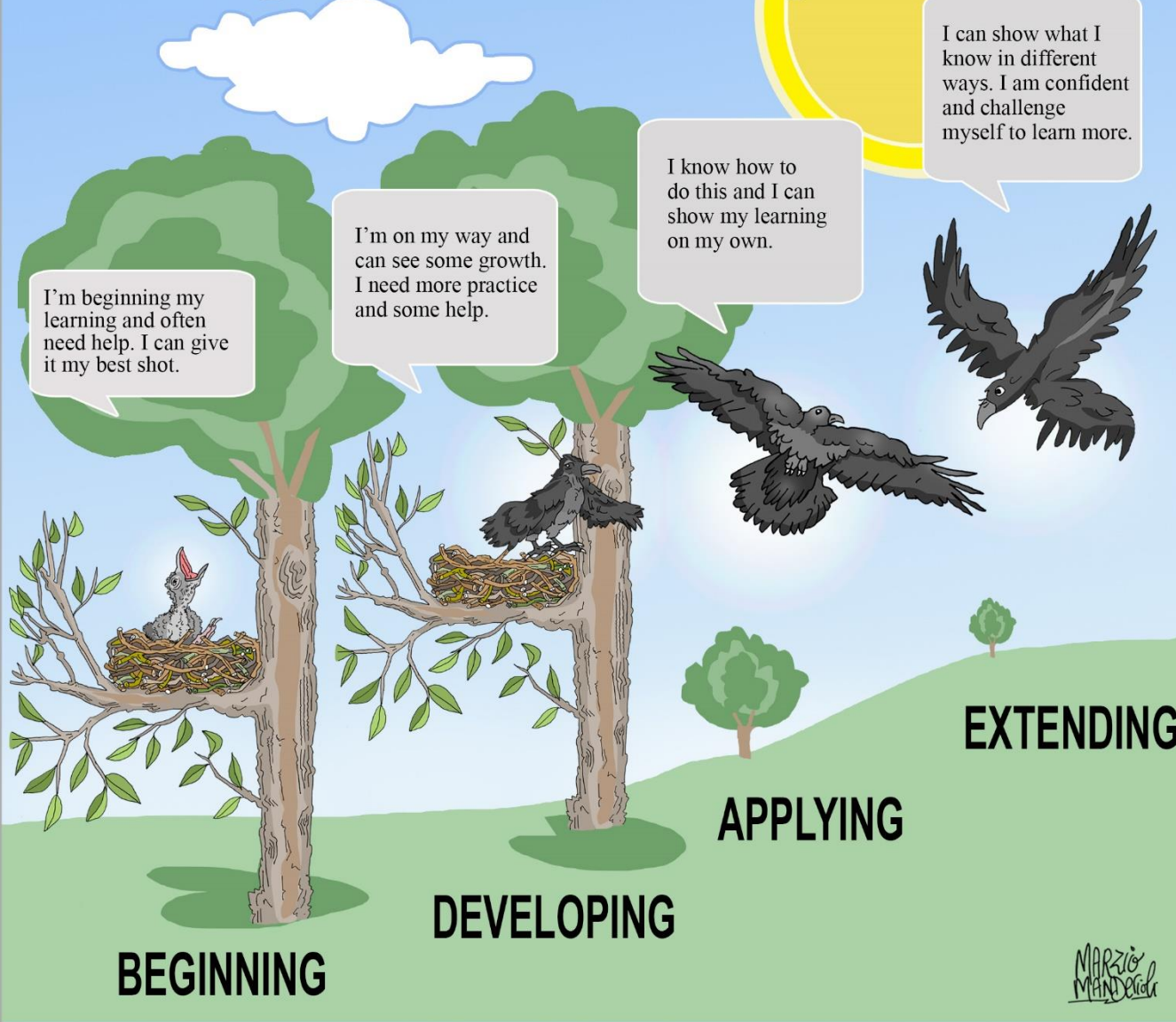
MUST provide parents with ongoing information throughout the year

MUST clearly articulate student growth in relation to learning standards

MUST communicate a minimum of 5 times during a school year



My Learning Journey: Moving Forward with Purpose!



| Level of Competency | Big Ideas and Core Competencies |
|---------------------|--|
| BEGINNING | Student is beginning to understand the curricular big ideas and core competencies with teacher direction and support. |
| DEVELOPING | Student is developing a basic understanding of the curricular big ideas and core competencies with some support. |
| APPLYING | Student is applying a full understanding of the curricular big ideas and core competencies with consistency and independence. |
| EXTENDING | Student demonstrates a deep understanding of the curricular big ideas and core competencies. Student takes ownership and self-initiates. |

Ongoing Communication

Fresh Grade Electronic Portfolio

- Expect a post between Sept 24 and 28
- Moving together as a staff – training last year, over the summer – Implementation Day



The “END”

Final Summative reports:

Focus on growth, performance and achievement levels

Clear indication of performance in relation to age/grade level expectations

Information about strengths, further growth areas

Information on how to access the learner’s self-assessment of CC

Information about ways to further support the learner



Summary Report



Raymer Elementary Learning Progress Summary December 2018

Student Name:
Teacher Name:
Grade:

| | | My Learning Journey (in relation to grade level standards) | | | | | |
|---|---|--|--|---|--|--|--|
| | | | | | | | |
| | | Beginning I am beginning my learning and will need help. I can give it my best shot. | Developing I am on my way and I can see some growth. I need more practice and some help. | Applying I know how to do this and I can show my learning on my own. | Extending I can show what I know in different ways. I am confident and challenge myself to learn more. | | |
| Student is beginning to understand the curricular big ideas and core competencies with teacher direction and support. | | Student is developing a basic understanding of the curricular big ideas and core competencies with some teacher support. | | Student is applying a full understanding of the curricular big ideas and core competencies with consistency and independence. | | Student demonstrates a deep understanding of the curricular big ideas and core competencies. Student takes ownership and self-initiates. (Deep means it can be core in many ways). | |
| English Language Arts | Reading, Listening and Viewing Writing, Speaking, Representing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Mathematics | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Science | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Social Studies | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Physical and Health Education | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Arts Education | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Career Education | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Core French | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Applied Design, Skills and Technology | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Comments | | | | | | | |
| Summative personal /social responsibility comment (could include intermediate work ethic /work habits comments). (Tera's comments if necessary). Please refer to the electronic portfolio to view ongoing reporting of your child's learning. | | | | | | | |



Student Voice

Raising Money for:

Plan: Lori Brown Photography
Sept 22 & 23

- All money to students
- Looking at other fundraisers



A stack of five smooth, dark blue stones is positioned on the left side of the slide. The stones are stacked vertically, with the largest at the bottom and the smallest at the top. They are resting on a highly reflective surface, which creates a clear reflection of the stones below them. The background of the slide is a light blue gradient.

Information

PT Conferences – Sept 27 & 28

PAC Social – Thank you!

Cross Country Running Club – Tuesday morning until the end of October and we will start again in the spring – Grades 3 – 6 @ 7:30 am - 8:10 am

Yearbook Leaders – whole school book – Grade 5 & 6

Peace Leaders – training next week – Grades 5 & 6

We Day – Nov 20 & 21- PAC for monetary support