

NWSS

GROWTH PLAN

2018-19

About us

NWSS is the only secondary school in New Westminster, BC, with roughly 2100 students between the grades of 9-12. We service a very diverse population. Being the only high school in the city, we offer many different types of programs for students including International Baccalaureate, Construction Diplomas, Red Seal Apprenticeships, Alternate Education, French Immersion, and one of the largest online virtual schools in BC.

In our growth plan from the previous year, we offered opportunities to meet our staff's stated desire to strengthen our educator-educator relationships. We will continue to build a strong professional learning community with our newly developed NWSS Calendar of Professional Learning which will complement this year's goal. We believe that through a wider range of options for learning and an emphasis on collaboration, we will model for our students the love of learning that is critical for their success. For more information visit www.nwss.ca

Inquiry question:

In which ways does experiential learning improve student ownership of learning ?

Rationale

A high focus on real-life learning inside and outside the classroom increases engagement and ownership of learning. When participants are immersed in real life problem solving or events, the level of ownership of learning is high. How experiential learning is defined depends on context. Experiential learning encompasses learning from peers, teachers, family, the land, and members of the local community.

There are strong similarities between experiential learning and the First Peoples Principles of Learning. Additionally, emphasising the curricular competencies (the DO part of learning) will lead to greater retention and deeper learning, which are the goals of experiential learning.

PROCESS OF GROWTH PLAN DEVELOPMENT

Collective teacher efficacy (CTE) refers to a staff's shared belief that through their collective action, they are capable of developing students' critical thinking skills, creativity, and engagement. With an effect size of 1.57, CTE is ranked as the number one factor influencing student achievement (Hattie, 2018). One of the most important aspects of collective efficacy is to use student data as evidence to monitor improvement. Staff analyzed student learning data provided by the Ministry of

Education to in order to make an informed decision about the Growth Plan. This process was combined with the results of the June 2018 meeting where teachers were also involved in decision making by narrowing down our options to 3 areas of Professional Learning for the following year. The 3 areas were extracted from a series of Google Docs collected throughout the year where staff was asked to share their vision, passions, initiatives, and areas for growth. Through this process of focused conversations, student data analysis, and interest in Indigenous Perspectives and Communicating Student learning, the goal of “Experiential Learning” emerged.

Objectives

OBJECTIVE 1

Improvement in results of student learning survey in the following areas:

- a. “My learning is connected to the local environment and community”

	Grade 10
2017/18	15 %

- B. “Are you satisfied with what you are learning in school”

	Grade 10	Grade 12
2017 / 18	25 %	25 %

OBJECTIVE 2

Strengthen Collective Teacher Efficacy by sharing knowledge and teaching strategies in the area of experiential learning.

Indicators of success:

Lessons contributed to Shared Drive.

Time devoted during staff meetings for informal share-out

Participation and enrollment in professional learning opportunities.

Strategies

Involve students in the learning process by allowing choice in assignments, and what they study; involve students in the assessment process.

Create opportunities for peer-to-peer learning and feedback. Use more rubrics - if we are teaching differently, we have to assess differently.

Explicit teaching of self-assessment in the Core Competencies to help students see the relevance of learning in school to their future beyond school.

Organize field trips in order to connect learning to a sense of place.

Invite local elders, members of the community, leaders, to speak to students.

Encourage participation in community related projects.

Raise student awareness of community events and issues

Create a Shared Drive or other database to share strategies, lessons, and activities.

Leverage technology to share samples of student work and exemplars (ie: Freshgrade).

Pilot or build a lesson that connects a curriculum area to the local environment.

Organize and attend professional events that build knowledge and skills whilst strengthening feelings of collective efficacy. (Possible areas: assessment, FFPL).

Informal share-out of lessons and new strategies during staff meetings.

[NWSS calendar of professional learning](#) Collective efficacy improves when the school offers staff opportunities to improve knowledge and skills. We have planned a series of school-based and district-based opportunities at different times throughout the year to create opportunities to share knowledge and experience.

Student Voice Forum: NWSS has many young leaders who can influence the community. We will continue with the tradition of using Innovation Days to connect with students and bring some good ideas about how to improve experiential learning.

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