June 1st, 2018 Parent Meeting Agenda

- Welcome by Marlene Noel, Principal

- Input from ASD-N Superintendent, Mr. Mark Donovan

- Presentation of planned/proposed changes for next year

- Question period with Marlene Noel, Scott Ferguson, VP and Mark Donovan

Learning Through Personalization

A mindset that creates:

- ✓ <u>Autonomy</u> – learner voice & choice
- ✓ <u>Competence</u> – learners have the necessary skills and knowledge to complete work successfully
- ✓ <u>Relatedness</u> – learners feel connected/a sense of belonging
- ✓ <u>Relevance</u> – learners see work as connected to their interests, culture, background, needs and plans for future

for every learner!

Learning Through Personalization

- Our goal is to create an engaging experience for our students and staff!

https://vimeo.com/178969881

New Brunswick Global Competencies

NB Global Competencies

1. Critical Thinking and Problem Solving

2. Collaboration

3. Innovation, Creativity and Entrepreneurship

4. Learning to Learn/Self-Awareness and Self-Direction

5. Communication

6. Global Citizenship and Sustainability

http://sparks.mltsfilm.org/#/who-owns-the-learning/

NB Global Competencies

New Brunswick Global Competencies – Anglophone Sector

Critical Thinking and Problem Solving	Innovation, Creativity, and Entrepreneurship	Learning to Learn / Self-Aware & Self-Directed
• Solves meaningful, real-life, complex problems • Takes concrete steps to address issues • Designs and manages projects • Acquires, processes, synthesizes, interprets, and critically analyses information to make informed decisions (critical and digital literacy) • Engages in an inquiry process to solve problems • Sees patterns, makes connections, and transfers learning from one situation to another, including real world applications • Connects, constructs, relates, and applies knowledge to all domains of life such as school, home, work, friends, and community • Analyzes the functions and interconnections of social, economic, and ecological systems	• Contributes solutions to complex social, economic, and environmental problems • Enhances a concept, idea, or product through a creative process • Takes risks in thinking and creating • Formulates and expresses insightful questions and opinions to generate novel ideas • Tests hypotheses and experiments with new strategies or techniques • Makes discoveries through inquiry research • Demonstrates initiative, imagination, creativity, spontaneity, and ingenuity in a range of creative processes • Pursues new ideas and shows leadership to meet a need in a community • Leads and motivates with an ethical entrepreneurial spirit	• Learns the process of learning (metacognition) (e.g., independence, goal-setting, motivation) • Believes in the ability to learn and grow (growth mindset) and monitors progress in learning • Develops personal, education, and career goals and perseveres to overcome challenges to reach these • Self-regulates in order to become a lifelong learner • Reflects on thinking, experience, values, and critical feedback to enhance learning • Cultivates emotional intelligence to understand self and others • Adapts to change and shows resilience to adversity • Manages various aspects of life; physical, emotional, social, spiritual, and mental well-being • Develops identity in the Canadian context (e.g., origin and diversity) and considers one's connection to others and the environment • Takes the past into account to understand the present and approach the future
Collaboration	**Communication**	**Global Citizenship and Sustainability**
• Participates in teams, establishes positive and respectful relationships, develops trust, acts co-operatively and with integrity • Learns from, and contributes to, the learning of others • Co-constructs knowledge, meaning, and content • Assumes various roles on the team • Addresses disagreements and manages conflict in a sensitive and constructive manner • Networks with a variety of communities/groups • Respects a diversity of perspectives • Uses a rich variety of technology appropriately to work with others	• Asks effective questions to acquire knowledge • Communicates using a variety of media • Selects appropriate digital tools according to purpose and audience • Listens and shows empathy to understand all points of view • Gains knowledge about a variety of languages • Voices opinions and advocates for ideas • Creates a positive digital footprint • Communicates effectively and respectfully in different contexts in oral and written form in French and/or English and/or Mi'kmaq or Wolastoqey	• Understands ecological, economic, and social forces, their interconnectedness, and how they affect individuals, societies and countries • Acts responsibly and ethically in building sustainable communities • Recognizes discrimination and promotes principles of equity, human rights, and democratic participation • Understands Indigenous traditions and knowledge and its place in Canada • Contributes to society and the culture of local, national, global, and virtual communities in a responsible, inclusive, accountable, sustainable and ethical manner • Engages in local, national and global initiatives to make a positive difference • Learns from and with diverse people and develops cross-cultural understanding • Participates in networks in a safe and socially responsible manner

Foundation of Literacy and Numeracy

What About Us???

What is achievable for next year?

1. Have students do Math at their level and demonstrate mastery before moving on.
2. Remove *individual* subjects, but instead combine subjects around student/advisor selected projects
3. Still curriculum driven but you cover more depth a
4. nd less breadth.
5. Incorporate advisory blocks 30 minutes each day as a time for student/advisor interaction to build connections
6. Teachers teamed together with individual teachers leading in their subject area of interest/strength
7. All students to have a sense of accomplishment, regardless of their level of ability
8. A public demonstration of student project work http://sparks.mltsfilm.org/#/public-exhibition/

Our Proposed day at SMS

Monday, Tuesday, Thursday, Friday

Time	Activity
8:20-9:05	PE/Yoga/Health/Career/Reading/Reading Comp.
9:05-9:15	Lockers/Homeroom/Announcements
9:15-10:15	Math all
10:15-11:30	Project Time (Incorporates Sci/LA/French/SS/Art/Music)
11:30-12:00	Advisory Time
12:00-12:10	Gr.8 Project Time prep
12:00-12:20	Lunch Gr. 6/7
12:10-12:30	Lunch Gr.8
12:20-1:25	Gr.6/7 Project Time
12:30-1:25	Gr.8 Project Time
1:25-2:10	Choice Block (like current Epod)
2:10-3:05	Activities

Our Proposed day at SMS

Wednesday

8:20-9:05	PE/Yoga/Health/Career/Reading/Reading Comp.
9:05-9:15	Lockers/Homeroom/Announcements
9:15-10:15	Math all
10:15-11:30	Project Time
11:30-12:00	Advisory Time
12:00	Dismissal

Team Format

- One Grade 6 team with 2 French teachers, 2 English teachers and 1 Art/Music/Tech teacher

- One Grade 7 team with 2 French teachers, 2 English teachers and 1 Art/Music/Tech teacher

- One Grade 8 team with 2 French teachers, 2 English teachers and 1 Art/Music/Tech teacher

This format provides a lower teacher/student ratio and all students will have the same growth opportunities.

California Student Opinions on Personalized Learning

- Connecting education to real life is more engaging
- Not having to all work at the same level is great
- They promote helping other people
- Senior students do projects where they help the new students
- Mastery grading and competency based grading beneficial
- Growth mindset

What Did the Schools Have in Common?

- They all had advisory blocks – some schools used it differently than others
- They all had projects – some to a greater extent than others
- They all focused on students as individuals
- There was an air of mutual respect and a perceived "level playing field" between students and teachers/advisors
- They focused on the strengths and abilities of all students, not on their inabilities. They met students where they were at and helped to move them forward.

MLTS Learning Sparks *

Since its Sundance premiere, Most Likely to Succeed has brought thousands of communities together for inspired discussion of their school's future. Many ask us, "What should we do next?"

In our discussions, some of you told us how you use excerpts from MLTS to shape follow-on actions. We're running with this idea. Below you'll find a series of MLTS Sparks – short videos, discussion questions, and relevant resources. Administrators, teachers, parents, or students can use them – in groups, with another person, or on your own. They're free. The videos are downloadable. And you can modify the discussion questions to suit your needs.

We believe schools improve through small innovative steps. We like to say, "No one ever won a marathon with one 26-mile leap." Each MLTS Learning Spark helps you to focus on an issue and will hopefully inspire you to create a hack.

A hack is a small, scrappy experiment you can plan and try quickly. You'll be able to gain feedback, improve, and make headway quickly. Inspired by the work at our friends at Stanford's School Retool are doing, we hope these Learning Sparks will help you generate hacks you can try. Remember, though. If 100% of your innovations succeed, you weren't bold enough! So celebrate and learn from your failures as well as your successes. Enjoy hacking and don't forget to sign up for our newsletter for opportunities to tell us about your accomplishments!
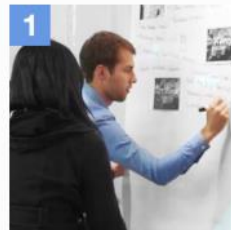
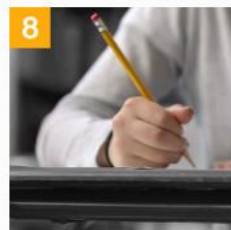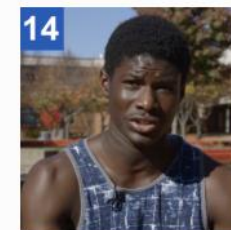| 1 ESSENTIAL SKILLS	2 WHO OWNS THE LEARNING?	3 PARENT TEACHER CONFERENCE	4 THE HTH WHEEL PROJECT	5 PUBLIC EXHIBITION	6 DECISIONS	7 AN INNOVATIVE SCHOOL DESIGN
8 BREADTH VS DEPTH	9 WHAT DOES IT MEAN TO LEARN?	10 A TEST OF VALUE	11 CREATIVITY	12 FAILURE AND A GROWTH MINDSET	13 PURPOSE	14 A SCHOOL WITHIN A SCHOOL