


CISPG LEARNING PLAN 2018-2021

Catholic Independent Schools, Diocese of Prince George (CISPG) comprises the northern half of British Columbia and includes eight Catholic schools located in the communities of Prince Rupert, Terrace, Kitimat, Smithers, Prince George and Dawson Creek - a geographic span of 1200 kilometres. We respectfully acknowledge that we work and learn on the following traditional territories: the Lheidli T'enneh First Nation in Prince George; the Tsimshian Nation in Prince Rupert and Terrace; the Haisla Nation in Kitimat; the Wet'suwe'ten Nation in Smithers; and the West Moberly and Saulneau First Nations in Dawson Creek.

Our Catholic school communities include students with unique learning needs and varied cultural backgrounds. We enrol approximately 1600 students in grades K-9 and, depending on the school and region, 31-69% of our students are Catholic. CISPG schools have supportive families and dedicated staff who are role models of the Catholic faith.

This Learning Plan is presented using an adapted "spiral of inquiry" model (Kaser and Halbert, 2012) as the spiral is well-suited to learning that is dynamic and relevant and always a "work in progress". Educators in our Catholic schools are encouraged to engage in this type of iterative process where they inquire, collaborate and take action in order to meet the needs of their learners (both students and adults) within the life and mission of our Catholic Faith.



the spiral of inquiry

OECD seven principles of learning

- Put learners at the centre
- Emphasize the social nature of learning
- Understand that emotions are central to learning
- Recognize individual differences
- Stretch all learners
- Use assessment for learning
- Build horizontal connections

Source: Organization for Economic Cooperation and Development, Centre for Educational Research and Innovation

First Peoples Principles of Learning

Learning...

- ▶ supports the wellbeing of the self, the family, the community, the land, the spirits, and the ancestors
- ▶ is holistic, reflexive, reflective, experiential, and relational
- ▶ involves recognizing the consequences of one's actions
- ▶ involves generational roles and responsibilities
- ▶ recognizes the role of Indigenous knowledge
- ▶ is embedded in memory, history, and story
- ▶ involves patience and time
- ▶ requires exploration of one's identity
- ▶ involves recognizing that some knowledge is sacred

Source: First Nations Education Steering Committee, British Columbia (For the full text go to fnesc.ca/learningfirstpeoples)

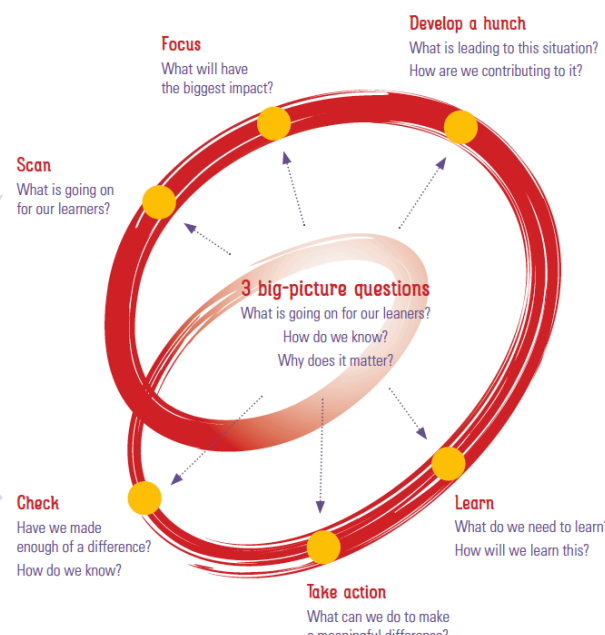
4 key questions for learners

Can you name two people in this setting who believe you will be a success in life?

What are you learning and why is it important?

How is it going with your learning?

What are your next steps?



Inquiry

is about being open to new learning and taking informed action.

© Linda Kaser and Judy Halbert, 2017
 The Spiral Playbook is available at c21canada.org/playbook

For more information on "School Planning as an Inquiry Process" see Surrey School District [Learning By Design Principles](#).

This Learning Plan will highlight "priority practices" in four areas: literacy and numeracy foundations; assessment/instruction; communicating student learning; and cross-curricular learning. These priority practices are presented within a three-year framework in order to offer educators in our Catholic schools a variety of "entry points" so that they may work together in learning communities over time to focus on evidence-based teaching practices that will enhance student learning and engagement in their schools.



The theme for our provincial Catholic learning community in 2018-2019 is "What do you want of me, Lord?" This theme will be incorporated into all that we do in the next year.

SCAN: What's going on for our learners (both adult and student)?

Kaser and Halbert (2012) state that scanning involves inquiry and "evidence-seeking" rather than simply reinforcing the status quo. Scanning should focus on all aspects of learning and include the perspectives of the learners as well as the teachers. In the words of Andreas Scheicher, (OECD), "Without evidence, you are just another person with an opinion."

With regard to our student learners, CISPG schools currently collect evidence using a variety of measures of success. To date, the most consistent measure across all schools is the Foundation Skills Assessment. In general, these standardized tests in Grades 4 and 7 indicate that CISPG students meet and exceed expectations with regard to reading, writing, and numeracy. However, we do not yet have "common" evidence regarding learners in our diocese from Kindergarten to Grade 9: e.g. How well do our learners comprehend and connect to text (reading)? Are they able to create and communicate (writing)? Do our students understand numbers and how they work (numeracy)? Can they think critically? Can they collaborate? Can students self-assess? Do they "own" their learning?

CISPG PRIORITY PRACTICES: LITERACY AND NUMERACY FOUNDATIONS

- ✚ Continue to explore various ways of "scanning" that reflect a wider focus on learning and include the perspectives of the learners and their families/communities as well as the professionals.
- ✚ Conduct and analyze school-based assessments in literacy in the Fall and in the Spring: e.g.
 - [PM Benchmark Reading Assessment Resource](#) (Nelson), Developmental Reading Assessment (Pearson), or [Fountas & Pinnell Benchmark Assessment](#) (Pearson) for analyzing student reading behaviours
 - District Assessment of Reading Team ([Faye Brownlie's DART](#)) or RAD 36 for feedback on student informational reading
 - School-wide writing snapshots
- ✚ Conduct and analyze school-based assessments in numeracy in the Fall and in the Spring: e.g.
 - Student Numeracy Assessment & Practice ([SNAP](#)) for teaching and assessing numeracy skills
 - Carole Fullerton's [WDTK](#) (What Do They Know) primary assessments (under free downloads)

CURRICULUM AND INSTRUCTION WILL ...

Assist with ways of scanning that reflect a wider focus on learning and include the perspectives of the learners and their families/communities as well as the professionals. These “surveys” will be included as part of the CISPG Internal Review process that occurs every six years in schools across the Diocese.

Assist with school-based assessments in literacy:

- Ensure all schools have copies of PM Benchmarks
- Provide instructions/protocols for semi-annual Writing Snapshots
- Assist with training/support in the use of running records to assess students’ (particularly primary) reading behaviours

Begin to collate information across the Diocese (e.g. reading behaviours at particular grade levels) using an electronic platform

FOCUS: What does our focus need to be?

Focusing involves using information from the scan to identify an area for concentrated team learning or inquiry. Build on strengths or positives as well as challenges. Identify a common area that the team can work on together (Kaser and Halbert, 2012).

The new curriculum has “raised the bar” in terms of **WHAT** and **HOW** we teach and learn. The learning framework has been substantially redesigned to better engage students in their own learning and to foster the skills and competencies students will need to thrive in a complex, ever-changing global society. In terms of strengthening student engagement and ownership of learning, the new curriculum highlights the importance of formative assessment (or assessment for learning – AFL) as a powerful instructional approach that promotes student learning.

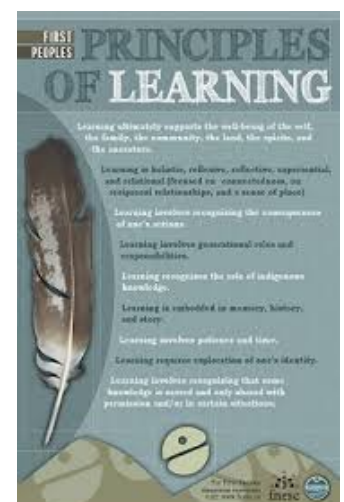


AFL strategies include:

- Clarifying and sharing learning intentions and criteria for success
- **Providing feedback that moves learning forward**
- Strategic use of questioning
- Students as learning/teaching resources for one another

The new curriculum also supports a shift from the reporting of student progress at various “fixed” intervals to “communicating student learning” on an ongoing basis using current pedagogy and authentic assessment practice. Reporting must be based on “wise” classroom assessments such as the strategies mentioned above.

The BC Curriculum now fully incorporates Aboriginal voice and perspective and ensures that aboriginal understandings are part of the learning journey for every student. Indigenous perspectives are clearly embedded in all strands of the BC curriculum in authentic and meaningful ways. An important aspect of aboriginal worldviews is place-based learning where teachers are encouraged to teach in ways that respect the uniqueness of students’ “place” and to teach both within the school and the wider community.



As educators in Catholic schools, we are entrusted with incorporating a Catholic Worldview into our teaching and learning. This may be accomplished in many ways, but often involves the use of cross-curricular planning and learning.

CISPG PRIORITY PRACTICES: ASSESSMENT/INSTRUCTION (AFL)

- ✚ Embed the consistent use of formative assessment practice into instructional design in every classroom
 - Work within Professional Learning Communities/Inquiry Networks to implement these new teaching/learning practices. This type of work could be facilitated using structures/models such as: early dismissal days, scheduled school release time for collaborative learning, demonstration lessons ...
 - Examine critical resources (e.g. staff book study) that support current teaching/learning practices: e.g.
 - Dylan Williams "Embedding Formative Assessment: Practical Techniques for K-12 Classrooms"
 - Shirley Clarke "Outstanding Formative Assessment: Culture and Practice"
 - Ron Berger's "Leaders of Their Own Learning"
 - Delta School District excellent web-based resource, "[Just One Thing](#)"

CURRICULUM AND INSTRUCTION WILL ...


- ✚ Facilitate a series of sessions for CISPG educators on assessment practice. The sessions will be based on the BC Education Ministry Classroom Assessment Video and Booklet Series *when it becomes available*. The videos and booklets will answer essential questions around each assessment topic, providing a variety of perspectives, ideas and expertise from BC teachers and assessment experts in the area of classroom assessment. Each short video and accompanying booklet will outline ways for teachers to apply classroom assessment strategies within their classroom. The series will feature the following topics:
 - Introduction to the Classroom Assessment Series
 - Assessment and the Learning Cycle
 - Student Self- and Peer Assessment and Reflection
 - Documenting and Using Evidence for Assessment
 - Designing Classroom Assessments

CISPG PRIORITY PRACTICES: COMMUNICATING STUDENT LEARNING


- ✚ Shift from the reporting of student progress at various "fixed" intervals to ongoing "communicating student learning" using current pedagogy and standards-based assessment practice (see also CISPG [Communicating Student Learning Guidelines 2018-2019](#)).
 - Work within Professional Learning Communities/Inquiry Networks to implement effective and timely ways of communicating student learning. Once again, this type of work could be facilitated using structures/models such as: early dismissal days, scheduled school release time for collaborative learning, demonstration lessons ...
 - Consider ways to create digital portfolios of student learning that activate student voice and choice, include parents in their child's learning and inform teaching.
 - Include a "conference" model where students are involved in sharing and reflecting on their learning at critical points throughout the year: "Conferencing involves students engaging in meaningful conversations with teachers and parents around setting criteria, acknowledging progress, and identifying next steps in their learning. Student choice, voice and ownership are central to conferencing. When parents, students and teachers conference together, learning is honoured as a shared experience and responsibility. It provides a forum for students to assess their own learning, identify needs for further support, and understand and plan steps toward improvement." (Surrey SD Principles for Communicating Student Learning")

- Examine current resources (e.g. staff book study) that support standards based assessment: e.g.
 - Myron Dueck’s “Grading Smarter, Not Harder”
 - Tom Schimmer’s “Grading From The Inside Out”
- Utilize resources that support various ways of conferencing and documenting student learning: e.g.
 - Anne Davies, Sandra Herbst, and Brenda Augusta “Collecting Evidence and Portfolios: Engaging Students in Pedagogical Documentation”
 - Maple Ridge School District’s excellent resource on reporting using a conferencing model involving students and their parents: [SD42Reporting](#)

CURRICULUM AND INSTRUCTION WILL ...

 Begin to design a reporting template that includes “learning this term”, curricular competencies, teacher comments, student voice (e.g. self-assessment of the Core Competencies), and reference/access to other reporting “tools” (e.g. Fresh Grade, MyEd).

CISPG PRIORITY PRACTICES: “WEAVING THE WAYS” THROUGH CROSS-CURRICULAR LEARNING


 Explore ways to embed and extend Aboriginal Worldviews and cultural learning experiences into school environments in an authentic, meaningful way.

- Utilize resources such as “The First Peoples Principles of Learning” as a starting point to support the integration of Aboriginal knowledge, content and ways of being.
- Invite “experts”/facilitators to assist with initial exploration of particular topics – e.g. community elders and other facilitators on indigenous ways of knowing.

 Explore ways to embed and extend the Catholic Worldview into school cultures in an authentic, meaningful way

- Utilize exemplary resources to support the integration of Catholic teachings across the curriculum. For example, Linda O’Reilly, Educational Consultant, has written a very useful document entitled “Catholic Worldview Across the Curriculum.” The purpose of this resource is to incorporate the Catholic Worldview into the Science and Social Studies curriculum. It is available on the [CISPG Website](#) under Curriculum and Instruction.
- Invite facilitators to assist with exploration of particular topics such as Staff Spiritual Formation with Father Basil.

CURRICULUM AND INSTRUCTION WILL ...

 Continue to recommend/access resources and facilitators who can support CISPG educators in embedding these worldviews into classroom practice. All resources will be available on the [CISPG Website](#) under Curriculum and Instruction.


LEARNING: How and where can we learn more about what to do?

According to Kaser and Halbert (2012), “professional learning is the core business of all educators” and should be directly linked to the focus identified above and sustained and supported over time.

Ongoing Professional Learning should be teacher-directed and inquiry-focused. It should be based on the needs of the learners and may include activities such as: Professional Learning Communities/Inquiry Networks focused on “action research” around a deep question; Book Studies involving current resources and documents that support the

redesigned curriculum and areas of focus; visiting other schools within and without the Diocese to share resources and expertise; inviting “experts”/facilitators to assist with initial and deeper exploration of particular topics; attending relevant professional learning opportunities whenever possible; participating in online communities or workshops that share relevant resources and information ...

CURRICULUM AND INSTRUCTION WILL ...

 Offer/support cross-diocese professional learning sessions on the BC curriculum during designated Curriculum Implementation Days or other non-instructional days. In 2018-2019, the following sessions will take place:

CURRICULUM IMPLEMENTATION DAY FOR PG SCHOOLS:


- **Date:** Monday, January 28, 2019
- **Time:** 8:45 am – 3:00 pm
- **Location:** TBA
- **Topic(s)/ Presenter(s):** TBA


NICE (NORTHERN INDEPENDENT CONFERENCE FOR EDUCATORS) – Not Confirmed

- **Date:** Friday, May 17, 2019
- **Time:** 8:45 am – 3:00 pm
- **Location:** TBA
- This session is hosted by the Professional Development Committees of Sacred Heart, St. Mary’s and Immaculate Conception School. Planning for 2018-2019 will take place in the Fall with new members of the committee. CISPG will contribute \$1500 towards the cost of this event.
- **Topic(s)/ Presenter(s):** TBA

CURRICULUM IMPLEMENTATION DAY FOR “WESTERN” SCHOOLS: TREVOR MACKENZIE ON INQUIRY

- **Date:** Friday, May 31, 2019
- **Time:** 8:45 am – 3:00 pm
- **Location:** Annunciation School or St. Joseph’s School
- This session is hosted by schools in the “Western hub”. CISPG will contribute \$1500 towards the cost of this event.
- **Presenter:** [Trevor Mackenzie](#)
Trevor’s sessions are highly informative and engaging with a focus on deepening understanding and taking action to return to the classroom ready to put inquiry into practice. Trevor provides a variety of options to support educators’ goals.

 Continue to update and revise the Curriculum and Instruction section on the CISPG Website comprising information about curriculum planning, updates, and samples of provincial “exemplary” work.

 Support/accompany Principals and Teachers who wish to become more knowledgeable about the “Spiral of Inquiry” by attending sessions such as the Network of Inquiry and Innovation (NOII) annual Symposium where samples of “wise practice” are shared among network educators.

TAKING ACTION: What will we do in 2018-2019?

Kaser and Halbert (2012) state that “taking action” should focus on deep learning and understanding why some practices are more effective than others – not simply “trying things out”. The effectiveness of new practice should be judged by the impact on the learners and their learning, rather than simply refining a new strategy.

CHECKING: Are we making enough of a difference?

*Kaser and Halbert (2012) state that checking is fundamental to the process of inquiry. As well, there are “high expectations that inquiry, new professional learning and action make a substantial difference for **all** learners – not just a little difference for some learners.” Checking is done on a regular basis so that modifications/adaptations may be made in a timely fashion.*