




Leaders of Learning: BC stories of inspiration, change, and challenge

BC Primary Leadership Conference

Oct 21, 2016

Faye Brownlie

[Slideshare.net/fayebrownlie/BCPTA.Oct 2016](https://www.slideshare.net/fayebrownlie/BCPTA.Oct.2016)

- 
- How are ALL of your students included in meaningful literacy and math throughout the day?
 - How does your language LIFT UP the learner?
 - How does what you are learning about your learners today inform what you are doing tomorrow?





Big Ideas

- Make this curriculum 3 dimensional
- Translate into essential questions
- Give meaning to the pieces of curriculum competencies and content
- Include all students



Core Competencies

- Communication
- Thinking
 - Creative
 - Critical
- Personal
 - Positive personal & cultural identity
 - Personal awareness & responsibility
 - Social responsibility



First Peoples

- Content and perspective explicitly taught
- Text and stories woven throughout
- First People's Understandings
 - Respect
 - Raising your paddle/lifting up
 - Inclusion
 - ...

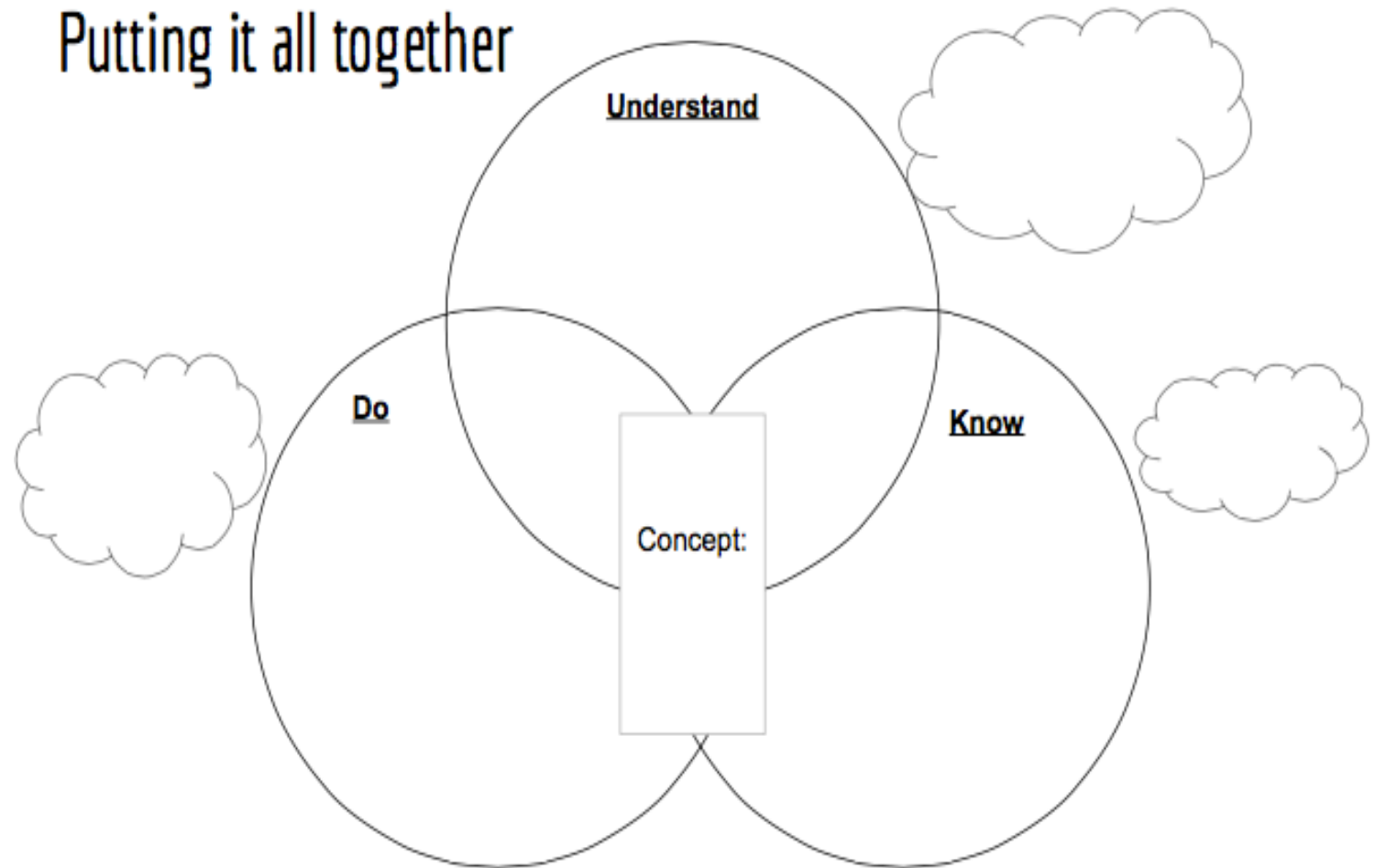


How do we plan with the redesigned curriculum?



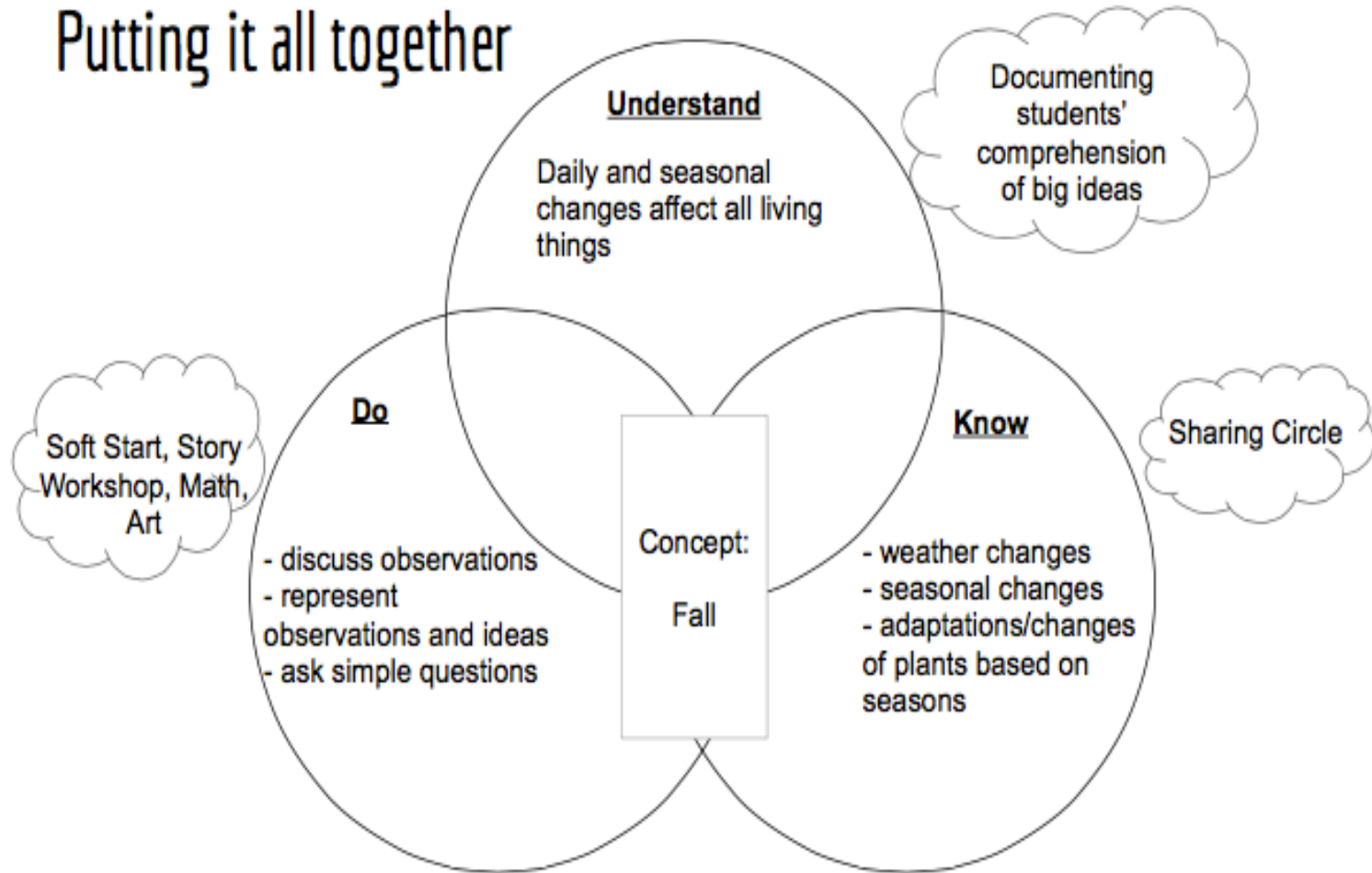
**Lauren Maclean & April
Pillarainen
K, Blair, Richmond**

Putting it all together



April Pikkarainen & Lauren Maclean, K

Putting it all together



LA: stories help us learn about ourselves and our family; everyone has a story; we connect with others through listening and speaking; *curiosity & wonder lead us to new discoveries about ourselves and our world.*

Math:
1-1 correspondence & sense of 5 and 10 are essential for numeracy fluency; objects have attributes that can be described, measured, and compared; *elements in patterns can be identified.*

Understand

SCI: Daily and seasonal changes affect all living things.

SS: Rights, roles, and responsibilities shape our identity and help build healthy relationships with others; stories tell about who we are.

Documenting students' comprehension of big ideas

Do

SCI: observe, ask questions, experience and interpret local environment

SS: Explain the significance of personal or local events, objects, people or places; acknowledge different perspectives on people, places, or issues, or events in their lives.

Soft Start and Morning Meetings, Outdoor Explorations, Story Workshop

Concept Self

Who am I?
What's my role/job? How do I affect the environment?

What are my gifts?
Creative thinking:

I get ideas when I play.

Critical thinking:
I can show if I like something or not.

Communication:
I recognize different points of view and can disagree respectfully.

Social/Personal Development:
I can describe my family and community.

Know

SCI: FP's knowledge of weather and seasonal changes; living things change to accommodate seasonal cycles

SS: Personal and family history and traditions; people, places, and events in the local community, and in local First Peoples communities.

Sharing Circle, Mid-Point Check-in, Closing Circles (Knowledge Building Circles)

Lauren MacLean & April Pikkarainen
Kindergarten Sept 2016



How can we welcome our K's into the joyful world of writing?

- Sparked by *What's Next for This Beginning Writer?* 2nd ed



**Leanne Commons & Jeri Jakovac
(K and RT,
Tait, Richmond**



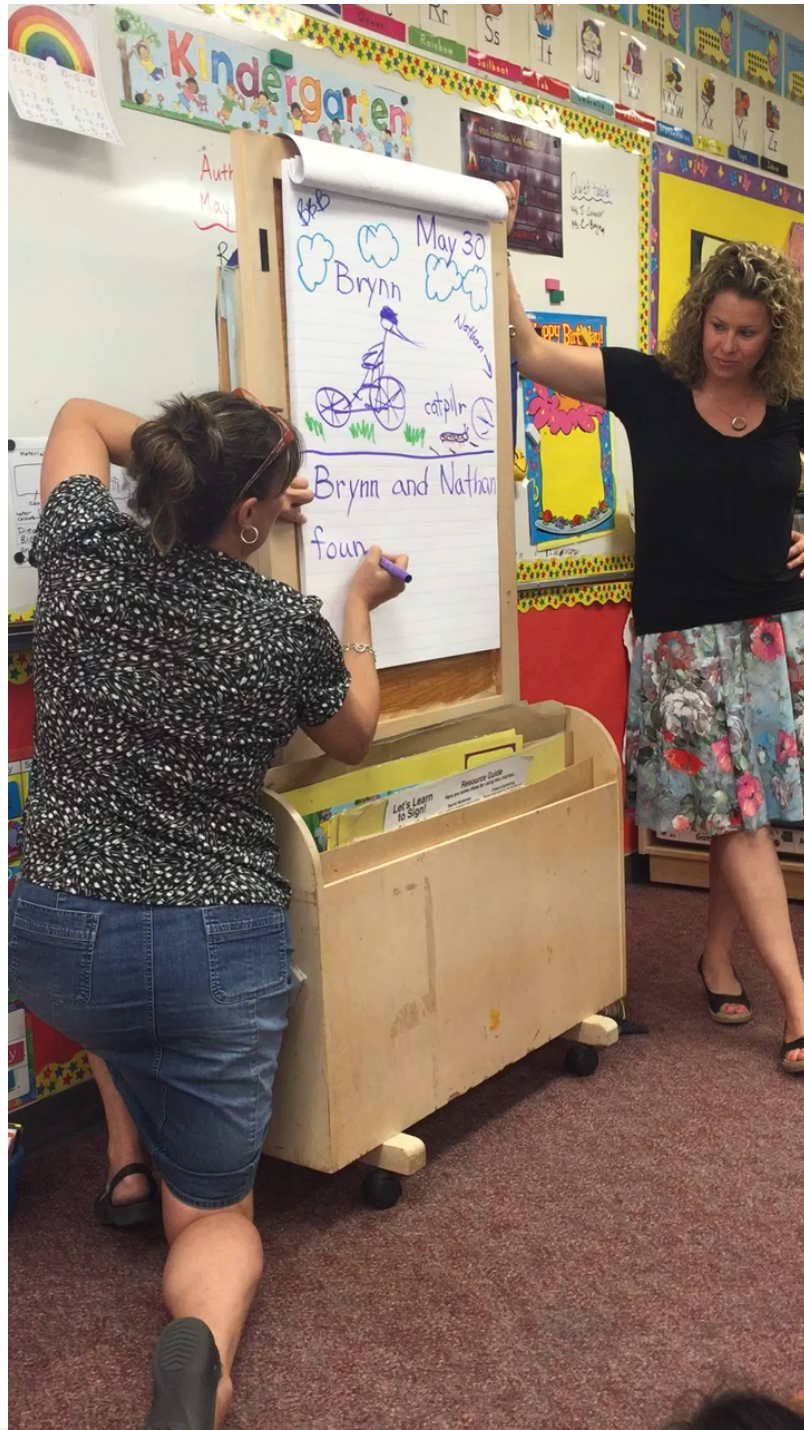
Our Philosophy

Students need:

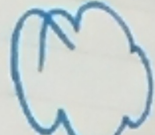
- To feel safe to experiment with drawing pictures and writing words
- To know the criteria or what is expected (BBB)
- To work at their individual instruction level (just-right level) and nudged forward
- To have fun and to feel proud

So what do we actually do?

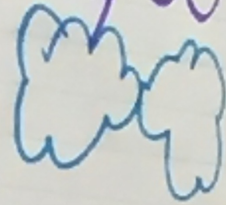
- 1) Set up our page (line and date)
- 2) Set our criteria—BBB (Big, Bold, and Beautiful)
- 3) Draw a picture that tells a story with suggestions from the class
- 4) Demonstrate drawing with think alouds
- 5) Label drawings with Kid Writing or “bubblegum writing” (sounding out)
- 6) Model story telling-verbal
- 7) Allow students to tell their own stories-verbal
- 8) Sentence writing (sometimes) with Kid Writing and/or Adult Writing
- 9) Students do their own stories in their writing books-one teacher circulates, one is at the quiet table.



BBB

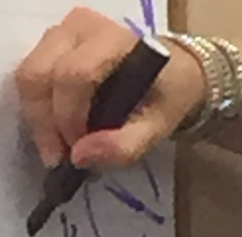
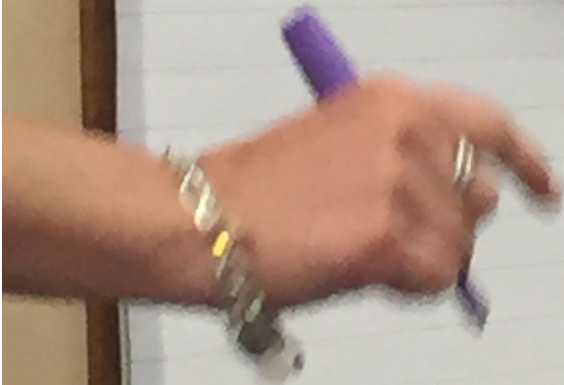
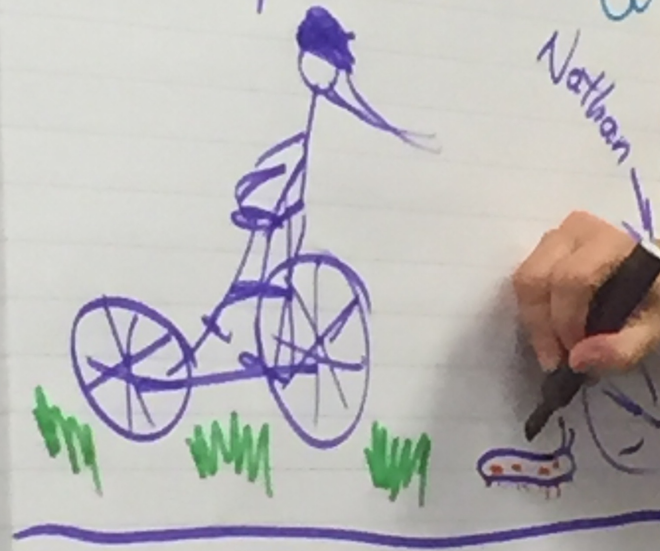


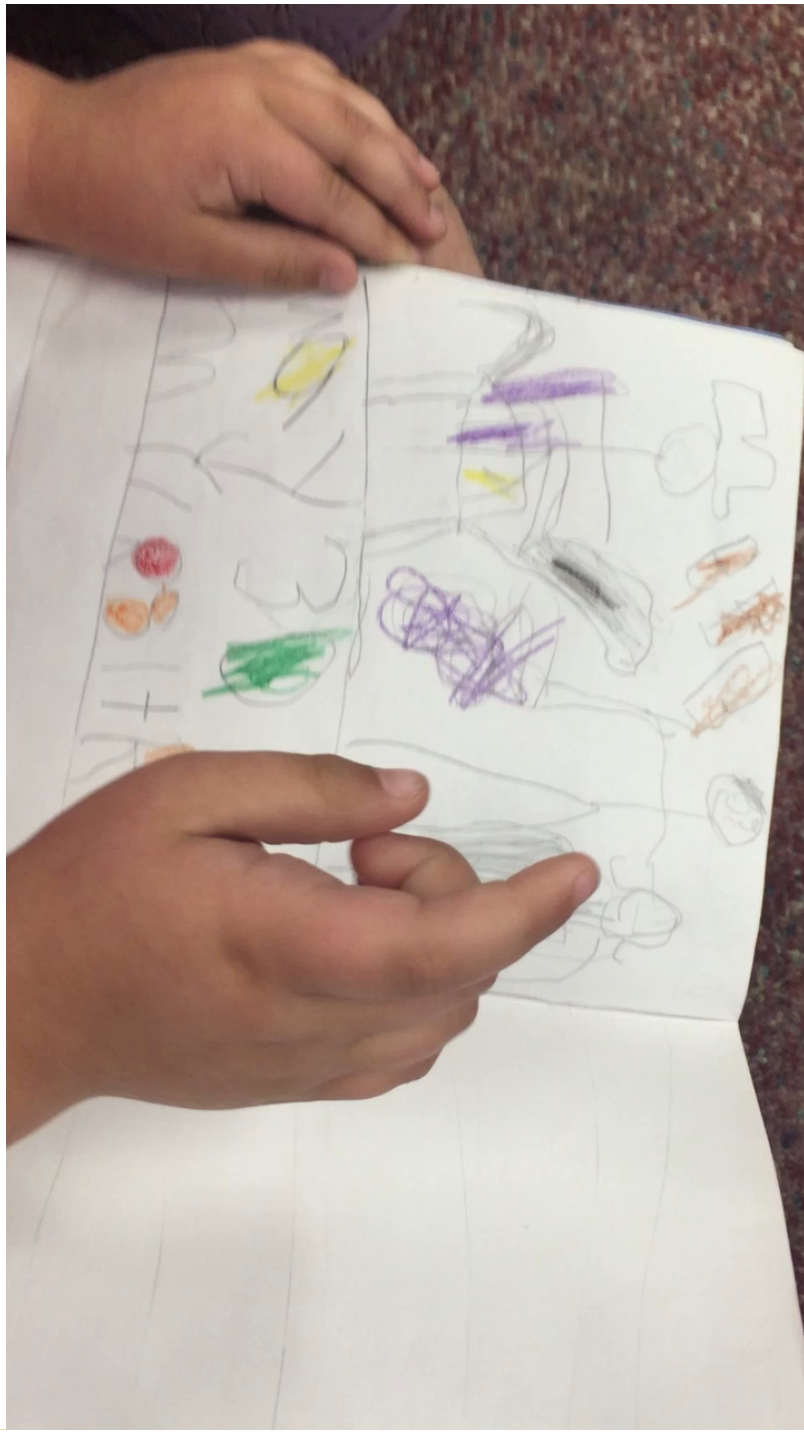
May 30

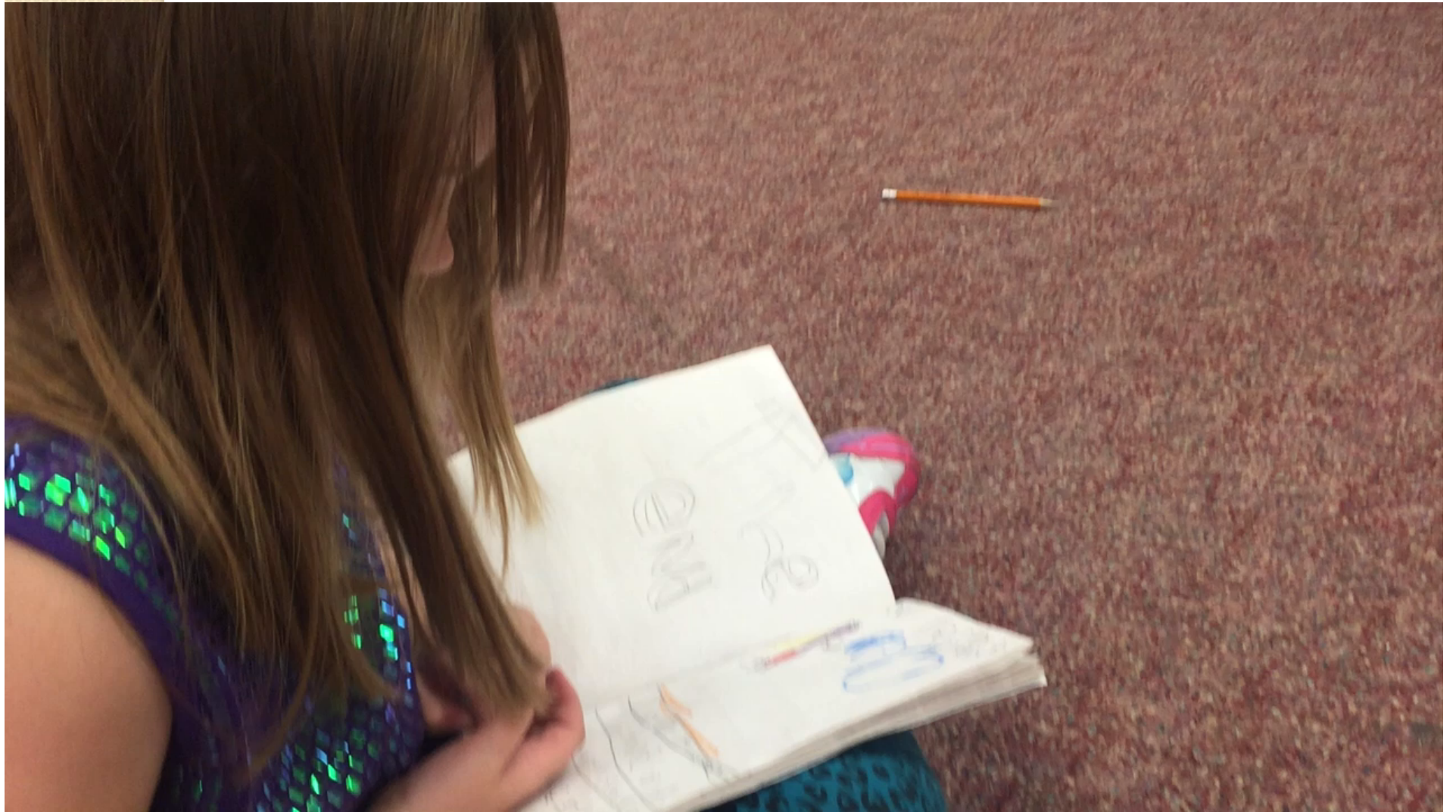


Brynn

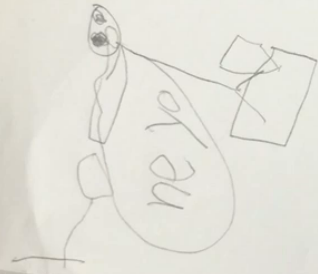
Nathan







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11/13

1 Day 1 WBPQ
Base Ball AND
Hammer



**How can I share the learning in
our classroom with our parent
community?**



Louesa Byrne, K, Thompson, Richmond

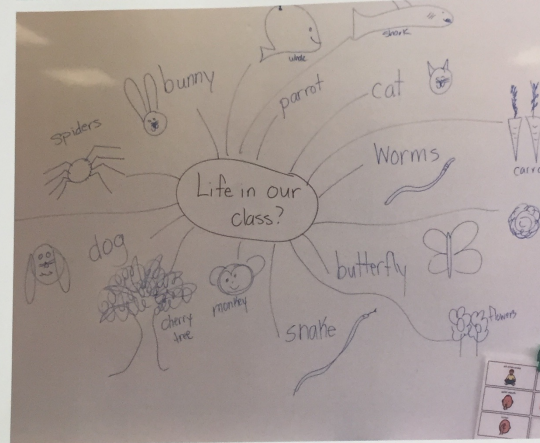
- Communicating with parents
- “I’m really excited about digital portfolios.”
- Focus on the big ideas of the redesigned curriculum. What do we value? What does learning look like?

Making Learning Visible

In this space we will attempt to bring the children's learning to life, with a focus on their PROCESS over PRODUCT.

Images, quotes and observations will be shared to bring alive the incredible and complex thinking and discovery that takes place in our room.

Term 3

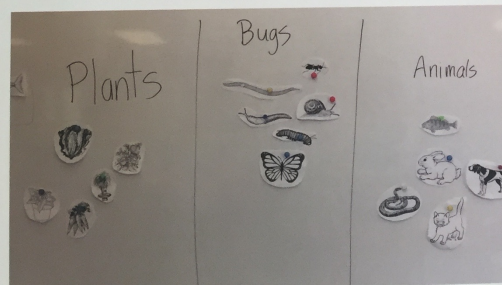
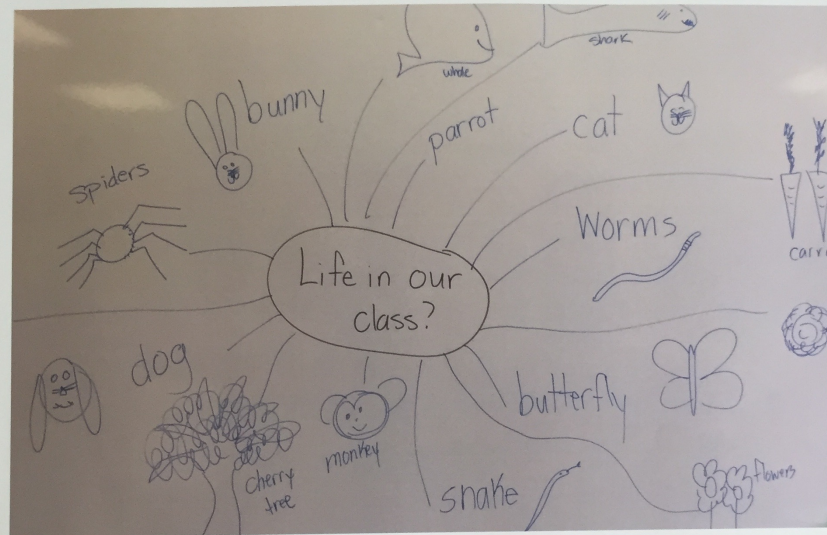


Looking closing at life in our community.

As Spring takes shape in our community, the children have started to notice more living "things" in their neighbourhood. Stories of worms, gardening, bird nests and more make their way into our classroom So I asked the children:

How could we bring life into our class?

The children created webs, sharing their ideas through drawing and writing. As they wrote, I was impressed by the discussions that took place, with the children evaluating which living things would be SAFE and HAPPY in our class.

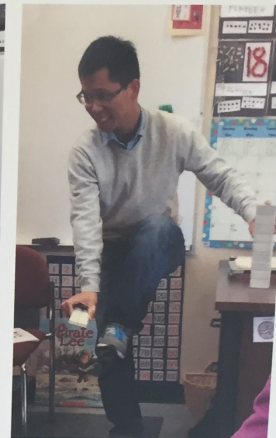


The children decided these animals would NOT be happy!



We sorted their ideas into three groups: plants, animals and bugs and will decide which life will be the perfect fit for our class!





Engineers at Work!

One of the ways we can learn about the world around us is from our parents, grandparents and community elders.

One afternoon in April, Division 9 was excited to welcome a special visitor - Paul's dad William - who taught us about being civil engineers. Paul explained how civil engineers work together to improve machines, design clean water ways, design stable and functional bridges and buildings, and improve technologies in our lives.

A BUTTERFLY'S LIFE: GROWING AND CHANGING RIGHT BEFORE OUR EYES!

As part of our inquiry into "Life" in our community, the children asked if we could raise butterflies in our class. We received 8 painted lady caterpillars who arrived in a container filled with all the food they would need for this 10-14 day stage of their life.

The children eagerly crowded around the container and spent time every day making detailed observations and asking questions.

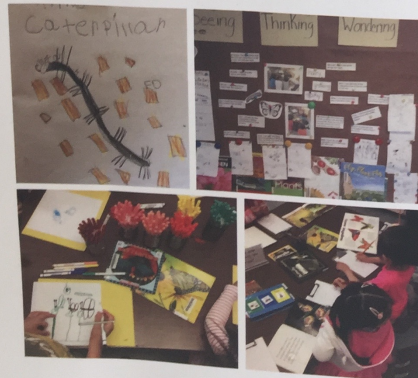


Paul - I wonder why they have these spikes? What do they use those for? And why do they have fur?

Willa: I can see one looks like a question mark.

Isha: I could see they have little suction cups on their feet.

Grace: It looks like the caterpillar is swimming in the food.

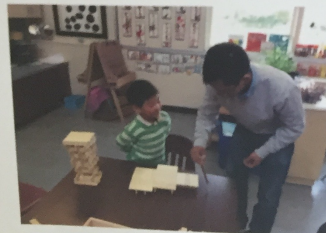
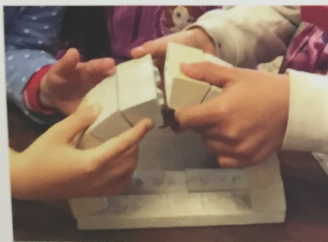
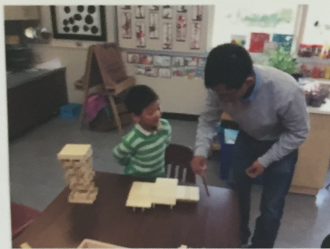


Throughout this caterpillar stage, the children read books, watched video clips and continued to share their understandings with one another on our wonder wall.

They explained that the caterpillars were busy munch, munch, munching in preparation for molting their last layer of skin and revealing their chrysalis. They knew once that happened - metamorphosis would begin!

William shared some important tips for the children to keep in mind when they are building: always create a strong foundation and think about making the base big and wide to carry the weight (just like our feet hold us upright!)

After those tips the children set off to explore various materials to see what kind of strong structures they could create.



Thank you William Wu for an educational and inspirational afternoon!



Sheri Boswell, K, Nakusp, Arrow Lakes

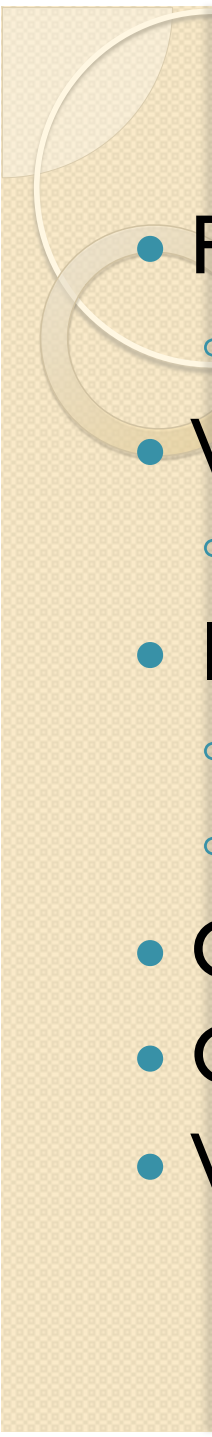
- I:I math game Racing Numbers
- Notice what the child knows and how his thinking and self concept is extended by Sheri's language and questions
- Whole class math game
- Individual interview



**How can we naturally extend our
children's outside experiences
into storying and writing?**



Who are my learners?

- 
- Performance-based reading assessment
 - Using performance standards
 - Writing samples
 - Using performance standards
 - I:I reading conferences
 - Choice text
 - Assigned text
 - Observation
 - Conversation
 - Work samples



How does our assessment information guide our instruction?

- Strengths and stretches
 - Class plan
 - More than just a level
-

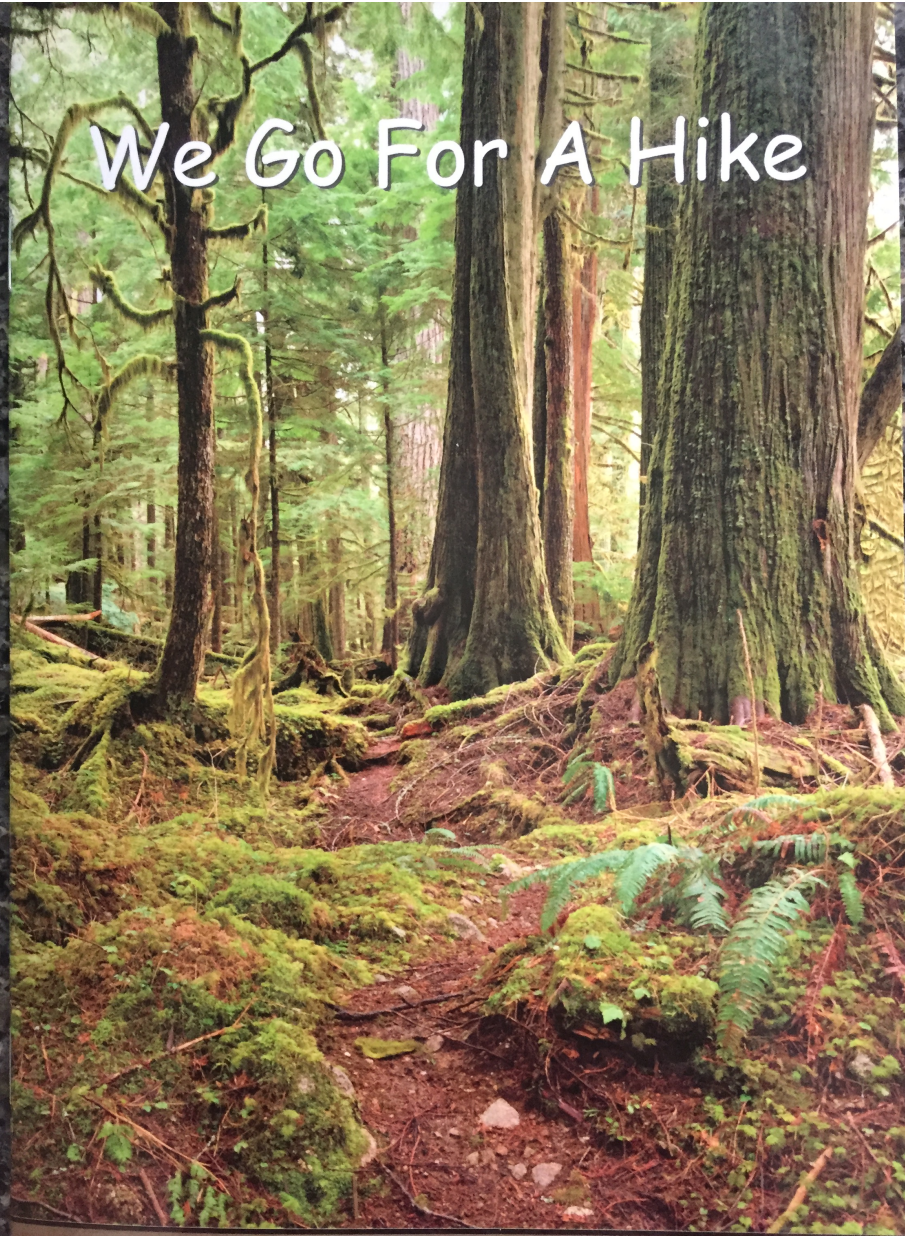


Wendy Coish, Grade I

Walnut Park, Bulkley Valley

- Follow up from EPRA, choice text
- Demo lesson: How do we use what we have learned in the assessment?
- Co-plan, teach, reflect as a team
- Students keen on nonfiction
- Focus: Develop difference between factual information (remember, surprise, interesting) from response and thinking

We Go For A Hike



Written by Terri Mack

It is a nice day for a hike on a forest trail.

We will have lunch when we reach the top of the trail.

We are excited because we might see some wildlife along the trail while we are hiking. Mom has the camera ready!

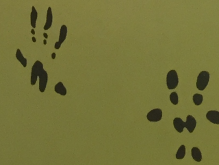




The first animal we see is a squirrel running along a tree branch. A squirrel is bigger than a mouse.



Then we see a mouse on the side of the trail. Mice like to eat grass seeds. A mouse is smaller than a squirrel.



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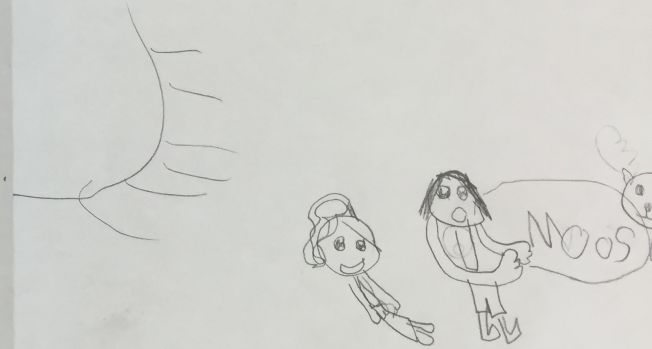
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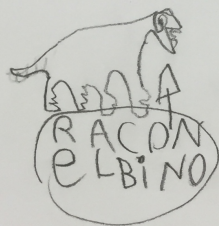
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my mom fetuox



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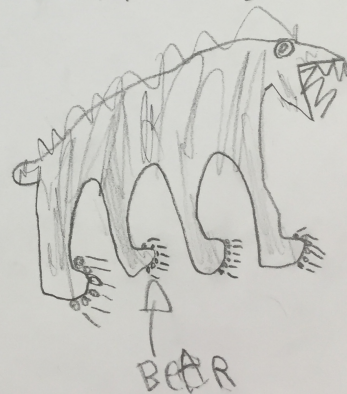


I REMEMBER...
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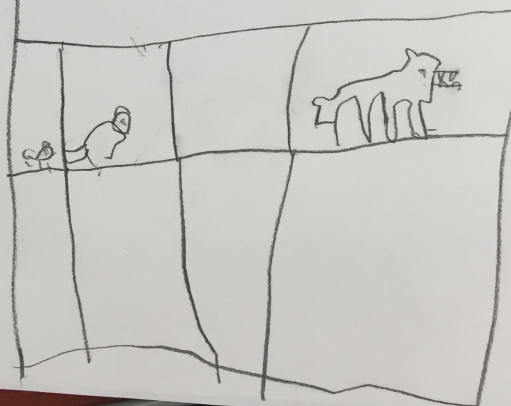
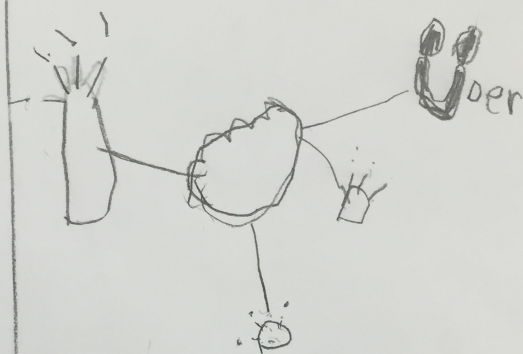
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WTF



think

I remember





What happens when we continue CR4YR and our collaborative inquiry?


- The power of teacher collaboration!
- What can I change to get different results?





CR4YR – Saanich

Reflections on May 31, 2016

- When I interviewed Aimee, she announced that she is now a perfect reader.
- With my group of 5, I scrapped Guided Reading and let them choose 1 of 3 books. They chose The Lion, The Witch and The Wardrobe. We read it like a book club, reading for joy and understanding. They loved it.

- 
- I'm left with a new question, "Should we be giving more choice in assessments?"
 - At the beginning of the year our grade 3 girl was very excited and not focused. She did not show much stamina. We can't get her to stop writing now. Her comment now, "I like reading and writing."
 - Many of my kids have reading challenges so I do a lot of modeling of reading, from 'Brown Bear' to more challenging texts. My student sees himself as a reader. Choice counts.

- 
- Our Noah is choosing a greater variety of books. We try and celebrate and value everything he picks. He is more comfortable and happy to read.
 - 6 chicks hatched in our classroom. They have provided us with rich experiences for reading and writing.
 - We are trying to have our 'at promise' readers be out of the classroom less often. Being away often means missing out.




**How do we build an inquiry unit
in language arts while providing
time for conferencing,
networking thinking, choice and
big ideas?**



Michelle Hikida, Grades 2/3 Diefenbaker, Richmond

- Term 1: Non-fiction
- Term 2: Literature Circles
- Term 3: Inquiry
- Inquiry unit co-planned and sometimes co-taught with Lisa Schwartz



Our Day

Literacy Inquiry

Recess


Math


Poetry


Lunch

Q.R

\$

- 
- Focus on big thinking
 - Social responsibility, social emotional learning and self-regulation woven throughout
 - How do these books help our thinking about belonging?

- 
- Began whole class
 - What is belonging?
 - Do you have to be the same to belong?
 - How does it feel when you belong?
 - How does it feel when you don't belong?
 - Read together and modeled the thinking paper together
 - Moved to reading alone and with partners from 'choice' books, all thematically tied to 'belonging'

- 
- Read a book alone or with a partner, thinking about the belonging connection
 - Record your thinking with a thinking paper
 - How will you represent what belonging means to you?
 - When you are done building, grab a recipe card and record your thinking
 - Group debrief: focus on the big ideas
 - Who used colour?
 - Who used shape?
 - How did you connect your thinking about belonging to what you read?

What is belonging?

Kitty - Belonging is all about finding your place, a place you enjoy

Leia - If you don't feel like you belong, nothing else matters

Deamer - You need to feel valued and important to feel like you belong

You want to feel different and unique at the same time

You need to learn about your place and people before you can feel like you belong
(ie The Voyage)

If you create belonging for others, they will accept you

Kitty - To belong, do you all have to be the same?

Do you have to be the same to belong?

Jessie - No because if we are different we can't learn from each other

Kouken^{no} - If everyone is the same, life would be boring

Louis - Yes - People might disagree if they have different beliefs

Josh - No - You don't have to be all the same, you can have some differences

Jaelyn - You need to have some things the same but not everything

Tai - Somethings (like how you look can be different) but you need something the same to connect you
ie same class, same team

Derek - You need to be brave to be different (Like Oddrey)

Jaelyn - You need to think outside the box

Josh - Some people like or celebrate being different

Go
Ad

How does it feel when you belong?

Ember - included

Adrian - You have to know yourself first

Hannah - you ask nicely and it feels good

Carol - It feels good to belong but you want to be forced to be like everyone else — Kate - You don't have to

Leia - It can feel bad if you know someone else is left out

Bernice - You feel happy. Don't worry if your not the same

Jaelyn - You can miss your friend

Tai - happy

Twiggy - proud

Caden - happy, comfortable

Monica - If you truly belong you feel safe to be yourself

Derek - When you belong, you will have others to play

Connor - you feel like you matter

Adrian - You feel free to join or not

How does it feel when you don't belong?

Carol - You feel not included

Jaelyn - left out, alone

Leia - left out, sad, can't stop thinking about

Kitty - You have to try to fit in

Jessie - Instead of changing yourself, you should try to find a ~~knew~~ group

Valentina - sad

Connor - You feel like you don't matter

Kouken - Everyone should be included, saying there are too many people is just a fancy way to say no

Josh - What can we do when we see someone who doesn't belong

Tai - If your not accepted you will be afraid to try again

Dyck - sad, left out - adults can feel these feelings too

Kitty - Don't give up,

Louis - Not letting others join is mean

Leia - scared, shy, broken
ashamed

frustrated, disappointed

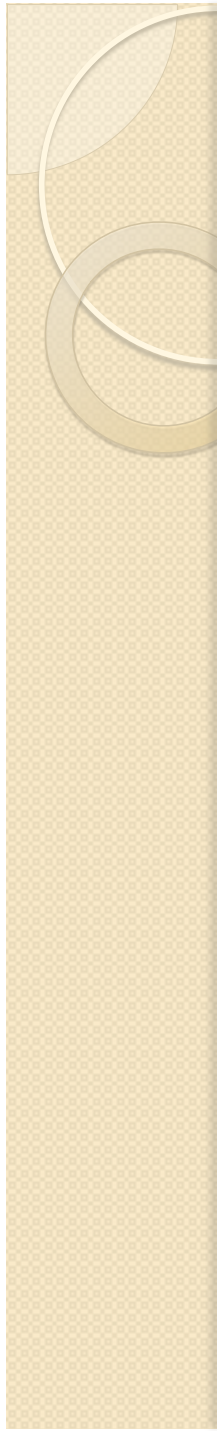
Dyck - You feel horrible about yourself

Kitty - angry

Jaelyn - invisible

Katie - neglected, nervous

Deamer - Sometimes people don't feel
like they don't belong because
they aren't kind



Thinking About Our Reading

What did this book make you think about today? Share your thinking using images, words, quotes, questions, inferences, connections or comments.



The coloured people are all different and also a little the same, And the people in that group can show off they're true colours. But the other group is all the same until the different person joins in, So the different person joins the other person so He can show his true colours




not belong Lera

when you don't belong you have
no where to go theres two little
seeds that will grow then when
they grow they'll brake the wall
the person won't feel ashamed of who
they are theres colours and nice people
on the other side of the wall




**How can we help our writers
write more powerful leads?**



Catherine Feniak, P, Sarb Sidhu, 2/3, Brittany Shoemaker, 2/3, Kate Middleton, 3, Lord Kitchener, Vancouver

- Writers Workshop
- What do we want?
- How can we get our kids there?
- 1 hour/week with co-teaching with Cath, 1 hour teaching alone

- 
- As a class, examined a powerful lead and decided what made it work.
 - In groups of 4, examined another powerful lead and decided what made it work.
 - Shared the leads
 - Re-examined the criteria for powerful leads, then wrote the first draft of their lead.

VANCOUVER SCHOOL BOARD




3 3389 15270 4506

Seven Dead Pirates



A GHOST STORY BY
LINDA BAILEY

NEW

- 
- It was the worst birthday party that Lewis had ever been to. But then, what could you expect when the guest of honor was a corpse?

I can hook my reader to
want to read
my story

Leads

hook

? What did
you notice?

- it's a weird start
unusual → find out
mystery more
- shocking!
- funny / hilarious what
will happen
next
- awkward
- suspicious - find out
more

- inspirational
- surprise / exciting
 - personal connection
 - cool
 - funny / hilarious
 - makes you want to predict what story is about
 - awesome / great
amazing

Oddrey and the new kid
I realise his teacher is
unusual. it ~~wasn't~~ not my intencion
because it is weird!
I realise she is a bit different
than the other children
because every one is different.
I realise Sh

Holes

There is no lake at Camp Green
lake

Hart
Very unusual

It is odd.
Camilla

This Book called
Holes is very
weird from Cole

Revenge of the dinotrux

^{Juliana} I think the hook it is very,
very weird.

- ^{Max} I think it's
Some thing ^{cool} that they are like dinagurs and that
like a truck was invented long ago

^{Juliana} I find it intresting

^{Riley} I find it suspcious



Draft 1

Camilla

Oh no. It was the start of school, and it was the start of grade 3 for Rose. You see, she was a fairy, and a lot of dangerous things happened in school. Like, in kindergarten, evil dragons that breath poisonous smoke invaded the school. It

186

Zachary

At 5:00 AM morning something shocking
happend..... the dinosaurs in a
the museums came to life! when the



Inspiration from others...



Lynda Henney

Recently retired from Vernon

- Inspiration from Marie Thom and Lisa Schwartz at CR4YR
 - Working with loose parts
 - Creating NEW early readers!!!
-

Foxy and his friends go to

The Beach



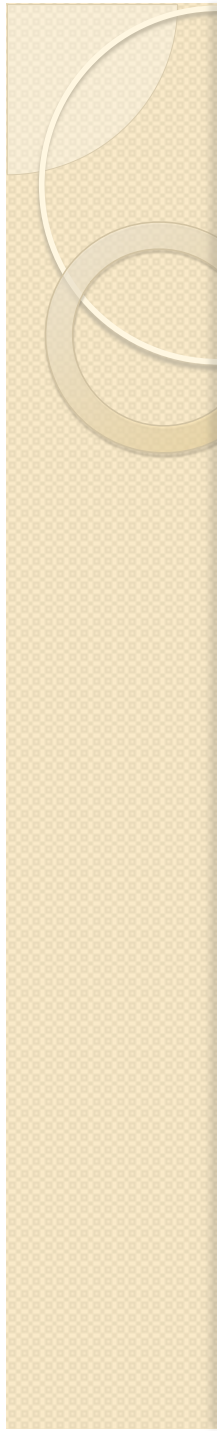
By Lynda Henney















Foxy and his friends went to the beach.




Mama Bear saw a crab.



Foxy and Friends Books

	Title	Level	Fiction/ Nonfiction	Quantity: Single copy	Quantity: Sets of 6	Price
				\$7.00	\$40.00	
	Foxy	1/A	F			
	Foxy is Hungry	1/A	F			
	Everyone is Yawning	1/A	N/F			
	Meet Foxy and his Friends	2/B	F			
	Foxy and his friends play Hide and Seek	3/C	F			
	Foxy Looks for Berries	4/C	F			
	Foxy and his friends go on a Treasure Hunt	5/D	F			
	Look at the Animals	5/6 D	NF			
	Let's learn About Giraffes	6/ D	NF			
	Beaver to the Rescue	7/E	F			
	Foxy and his friends go to The Beach	8/E	F			
	Let's learn About Elephants	9/10 F	NF			

Foxy and Friends Books


	Title	Level	Fiction/Nonfiction	Quantity: Single copy \$7.00	Quantity: Sets of 6 \$40.00	Price
	Skunky Sprays	11/12 G	F			
More books coming soon!						
		Totals:	Classroom Library (one copy of 6 different titles, please specify which titles): \$40.00	Total # of single copies:	Total # of sets of 6:	Pre-shipping Price:
					Shipping/ Delivery costs: Add 7%	
					Total Price:	


More books will be coming. Watch for updates to this form.

There are no taxes at this time. Take advantage, order early!

Billing Information:	Date:
Name:	
School and School District:	
Address:	
Contact phone number:	
Contact email:	
Method of Payment: / Cash Cheque Purchase Order # Or eTransfer	

Make cheques payable to Foxy and Friends Books
Contact information: Lynda Henney (250-766-4871)
lhenney@shaw.ca

- 
- Are your learners leaving you as more independent learners?
 - Are your learners feeling more positive about themselves as learners?
 - Is your classroom a community where children belong and learn?
-

- 
- What will you do less of?
 - What new practice are you going to try?
 - What question will you keep in your back pocket to guide your own learning?