BCSDCEDA Professional Development Workshop
September 13, 2012
Graduation Requirements Advisory Dialogue (GRAD) Team

BCSDCEDA GENERAL MEETING – PROFESSIONAL DEVELOPMENT SESSION
SEPTEMBER 13, 2012

Facilitated by: Janine Hannis, Coordinator, Adult and Alternate Education and Tim Winkelmans, Manager, Alternate Education

Ministry Timeline- - June – December 2012

Initial Planning Meeting was held in June - - 6 Regional Representatives

In August – Partner Groups were invited to a meeting (15 groups represented) including:
1. BC Colleges
2. BC Confederation of Parent Advisory Councils
3. BC Principals' and Vice-Principals' Association
4. BC School Superintendents Association
5. BC School Trustees Association
6. BC Student Voice
7. BC Teachers' Federation
8. Research Universities' Council
9. BC Association of Institutes and Universities
10. BC Chamber of Commerce
11. Council of Administrators of Special Education
12. Continuing Education Directors' Association
13. Conseil Scolaire Francophone de la Colombie-Britannique
14. Federation of Independent School Associations
15. First Nations Education Steering Committee

This Fall – Regional Meetings will be held to come up with draft synthesis by January 14th, 2013.
After the draft – feedback and response and then development of proposed directions for Graduation.

Meeting facilitators can use the graduation toolkit at: http://www.bced.gov.bc.ca/graduation/

The toolkit contains:
- Invitation templates
- Feedback sheets
- Tips on running successful meetings

Themes will likely emerge. When the regional dialogue is over Ministry will synthesize the feedback.

Focus: What's best for learners.

Inquiry based on five essential questions:

1. What do you think are the core or essential things all students should know, understand and be able to do by the time they leave secondary school?
2. Beyond the core, how could pathways for choice or exploration be provided?
3. Research is underway with focus on the following five cross-curricular competencies*:
   - Communication
   - Critical Thinking
   - Creative Thinking and Innovation
   - Personal Responsibility and Well Being
   - Social Responsibility

   How do you think students could demonstrate these?
   *In development
4. How could student learning be communicated to:
   - Students
   - Parents/Guardians
   - Post secondary Institutions/Employers
5. How would you design an awards program to recognize student success in a personalized learning environment?

Align with education citizen (see powerpoint slides)
- critical thinking
- problem solvers
- knowledge about self
- self regulated
- self motivated
- creative
- metacognition
- contribution to group
- communication with others
- work experience
- functional literacy
- computer technological literacy
- social media skills

BCSDCEDA Member Response:

Question One:
What do you think are the core or essential things all students should know, understand and be able to do by the time they leave secondary school?

- How is this different than what we're doing now? Our expectation is that we're now trying to get the education citizen through curriculum -what other ways can we build those skills?

  End is not the exam, the 80 credits etc. – perhaps a portfolio that demonstrates the skills and knowledge they've gained over the years.

- Some acceptable learning standards need to be developed to ensure that students achieve the required skills before graduation.
    - Functional teams, ability to learn, understanding of how to learn.
- A "culture shift" is required in these areas.
    - Citizenship
    - knowing how to learn – downgrade content
    - physical - - i.e. hand eye coordinate
    - engagement
    - basic skills - - reading, writing, arithmetic
    - emphasis on employability skills
    - ability to plan
    - practical skills are critical
    - learning how to develop your own gifts
    - health and wellness, lifestyle, balance
    - multi-dimensional citizens
    - emotional IQ
    - financial literacy
    - mechanical competency
    - balance between physical, social and artistic skills

    - Ensure that graduation designation leads to success in workplace or in a post-secondary environment.

    - Digital literacy - - need to understand how to use the tools ethically and effectively.

    - Need to teach students how to be learners and evaluate what they are learning - - think critically about what they are learning.
    - Ability to make judgments about what they are thinking or learning.
    - Will we apply the same core requirements across the board - - with school aged students as well as with adult learners?
        - Can we apply benchmarks?
        - What will the standards be?
        - What does lifelong learning look like?
        - More electives
        - More work experience
        - Functional literacy
        - Computer or tech literacy
        - Team/leadership/Psychology
        - Understand social dynamics, friend, interpersonal relationships Civics Success-graduate Age of the graduate?

Question Two:
Beyond the core, how could pathways for choice or exploration be provided?

- There is a need to publish pathways for students to be able to explore options for learning within the province (is this a "Ministry responsibility"?).

- Develop strong partnerships with post-secondary, business etc.
- Make it possible for students to know what the pathways are within the province - - student awareness of other options for learning that they can participate in.
- We don't want post-secondary to drive what we do in the secondary system.
- Remove some of the barriers to learning by bringing in trades and technical focus to allow students to gain employable tangible skills. BCIT model v. UBC model.
- Appreciating and valuing trades and technology as a viable career.
- James Gorman - trades plan coming. Skills shortages coming. How can K-12 address these?
  - see trades discussion - -Ministry and Jobs Plan (Tim WInklemans)
    - Ministry developing a strategy for shortfalls in the skilled jobs area
      - Top three shortages:
        - Heavy Duty Mechanics
        - Pipe fitting
        - Millwrights

- Make connections with industry to allow students to explore pathways towards skills and jobs.
- School>work>apprenticeship>post-secondary training
- Removing barriers for adults to enter trades.
- Virtual experiences v. practical experiences
- Teacher competencies
- Have teachers participating in research and partnerships to increase engagement/excitement in their subject areas – (models like the environmental school in Maple Ridge were discussed where teachers are in the field with the students exploring and doing research).
- Focusing less on content and fact retrieval and more on critical thinking.
- Focusing more on IDS model - - ability to pursue questions of inquiry and interest rather than completed allocations of time.
- Inquiry based v. project based learning.
- "High tech high" – Rosenthal   http://www.hightechhigh.org/
- Community involvement in the school - - both in and out of the school
- Community based model
  - Beyond the core, how could we provide pathways Wexp, job shadow,
  - - High Tech High, Larry Rosenberg, California

check out Finland slide and Germany

Question Five:
   How would you design an awards program to recognize student success in a personalized learning environment?
- Referral, interview, presentation

Unfortunately, ran out of time before we could engage in dialogue about questions 3, 4, and 5 in a deep and meaningful way.

Thank you to Janine and Tim for facilitating this workshop.

BCSDCEDA recommends that members participate in regional meetings.