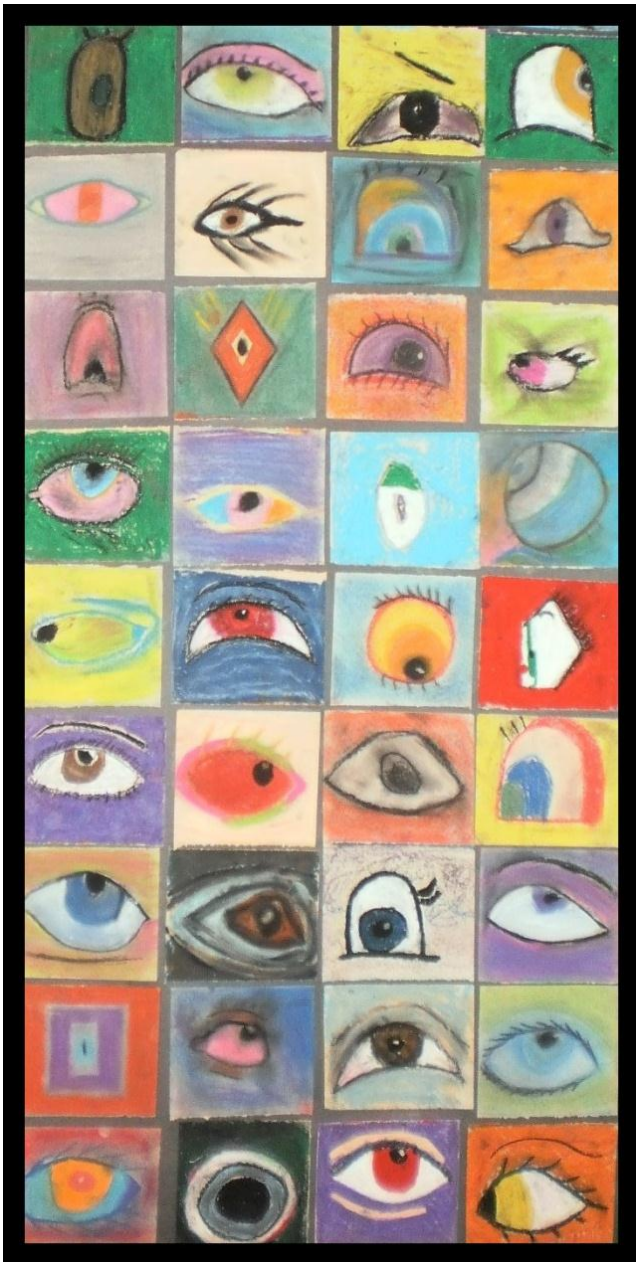# SD68 TALKS

How can we improve learning for our most vulnerable students?

Whatever we know, it is not sufficient. We can't see enough of the whole. We can't figure it out alone. Somebody sees something that the rest of us might need.

Margaret Wheatley

JUNE 2011

Linking our Thinking

We need many eyes to be wise.

4:00 - 4:15:   Welcome and introduction to evening
4:15 - 6:00:   Choose a "room" to join. Listen to school teams
and participate in thinking with them.

collaboration inquiry engagement community
diversity tools strategies attitude ownership
discovery relationships participation inspiration

EYES ON COLLABORATION ONE

ROOM 128

PLEASANT VALLEY: Will the use of formal collaborative time, with a focus on developing more powerful reading & writing skills, increase student success?

LADYSMITH INTERMEDIATE: If we use collaboration to add inquiry based instructional practices to our classroom will it impact student learning?

PAULINE HAARER: How does a French immersion school, so charged with teaching two languages, find time to identify and then help its most vulnerable students?

UPLANDS: How can we work together to best meet the needs of diverse learners?

FRANK J NEY: Will guided reading offered at least three times a week for our vulnerable learners improve their reading level and comprehension? Will adding "Project Power Hour" deepen our learning together?

JOHN BARSBY: How can we continue to sustain the implementation of our professional learning community model to improve student achievement in all areas?

EYES ON COLLABORATION TWO

ROOM 129

NORTH CEDAR: What classroom data will meaningfully inform our instruction?

BRECHIN: Will the school-wide implementation of Blended Style and Structure and Writing Anchors improve student writing?

WELLINGTON: How will support of initiatives by teachers and new learning by teachers affect the success rates of our vulnerable students?

GABRIOLA: How can we support student success in the areas of nonviolent conflict resolution and utilizing non-fiction reading material to develop literacy skills using our professional learning group model?

CINNABAR: How can we more effectively support the development of literacy in our vulnerable children?

GEORGIA: To what degree does working together to incorporating math related literature into the daily class routine lead to improvements in the students' level of enjoyment of learning mathematics?

EYES ON THE THREE RS

ROOM 130

BAYVIEW: Will providing students with a variety of field trips and in-school experiences improve language development?

FOREST PARK: Will introducing a common writing program in combination with accessing new technology improve the attitude and skills of our students' writing?

PARK AVENUE: Can we improve our students' ability to access informational texts, analyze multiple sources of information and represent their understanding in a coherent written format?

LADYSMITH PRIMARY: Will the participation of our grade two vulnerable students in a formal small group learning program lead to improved level in basic reading skills achievement?

WOODBANK: Will a focus on nonfiction text increase reading engagement and improve reading skill?

JUNIOR LEARNING ALTERNATIVES: Can explicit teaching of literacy strategies and an intensive intervention structure result in significant gains in literacy?

EYES ON READING POWER

Room 131

DAVIS ROAD: Will the application of the Reading Power strategies to mathematical concept development improve student achievement in numeracy?

ROCK CITY: Will we improve reading and writing scores by providing Reading Power strategies, which were introduced last year, through our Guided Reading program?

MOUNTAIN VIEW: Will increasing our knowledge and practice of Adrienne Gear's Reading Power increase the level of reading comprehension of our students?

SOUTH WELLINGTON: Will the application of Adrienne Gear's *Reading Power* strategies to mathematical concept development improve student achievement in numeracy?

HAMMOND BAY: Will the implementation of Literature Circles and the direct teaching of Reading Power strategies develop competence in and positive attitude towards reading in French?

QUARTERWAY: Will the application of the Reading Power strategies to mathematical concept development improve student achievement in language-based numeracy as measured by the BC Numeracy Performance Standards?

EYES ON RELATIONSHIPS

ROOM 132

DOVER BAY: What can we discover from the learning relationships between students, educators, and community members that will further support improved student success?

MCGIRR: Can we improve student ownership for learning by teaching students self-monitoring skills and strategies? Can we develop a Community of Learners within McGirr Elementary School?

NORTH OYSTER: What can we further do to assist our students in identifying themselves as successful learners? How can we meet our student's emotional needs so they have energy to learn and be optimistic about their future?

WOODLANDS: Has implementing Study Hall and Enrichment contributed to the success of our learners?

NDSS: How can we motivate learners to increase academic success, and to inspire them to identify and develop their unique skills and talents?

RANDERSON: What can we discover from the learning relationships between students, educators, and community members that will further support improved student success?
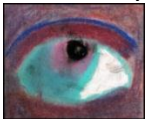
EYES ON TECHNOLOGY

ROOM 134

FAIRVIEW: Will working together on an Aboriginal focus improve attendance and learning of all Fairview students?

CEDAR: Can the technology (iPod Touch) work for us in a way that helps student's achievement?

CHASE: How can we use assistive technology to improve reading and writing skills?

CILAIRE: Will working together to provide vulnerable students with different learning strategies/approaches enable them to meet with greater success in their learning?

COAL TYEE: What are the tools and processes that help us support all learners at Coal Tyee?