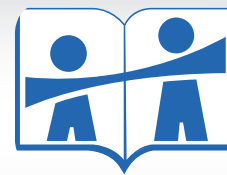


TOGETHER WE LEARN



Central Okanagan
Public Schools

Together We Learn

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CAPITAL news



Learning Then..

Learning Now

DESIGNED BY:
CHRIS VELASCO,
DIGITAL MEDIA SPECIALIST

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Moyra Baxter, Chairperson, Board of Education

"Children should be seen and not heard." **Then**, this adage was adhered to by many. **Now**, we want to hear from children and encourage them to speak out. This doesn't mean that they shouldn't follow common practices for good manners, but there's nothing more rewarding than listening to a student, of any age, explain how they reached a conclusion.

One of the things I enjoy most about being a school trustee is talking with students and hearing about their assignments. I also appreciate how they recognize the importance of collaboration and team-work. Then there's their teachers who actually encourage their students to help each other – no more detentions for passing a note in class! I often think that if I was a student now I would really enjoy school and do so much better than I did.

There are some things from my school days that stand me in good stead, but although I was always good at 'mental arithmetic' knowing how much half a dozen eggs at tuppence ha'penny each would cost isn't much help these days.

Kevin Kaardal, Superintendent of Schools/CEO

That was THEN – This is NOW...

When asked to write about my reflections on the changes in education, I think about my maternal grandmother, Rita Rogerson.

She taught in a one room school house in Copper City in the 1930s. The curricula focused on reading, writing and arithmetic. Older students supported younger students.

Reciting what you learned was important. Respectful behaviour was very important.

Today, the curricula

focuses on learners developing competencies; learners will need to be effective citizens in a complex global community. The new curricula emphasizes "big ideas". Thinking critically about big ideas is clearly important considering the events that flood our daily news.

Learners focus on design thinking, innovation, collaboration, "place based learning", learning through play and Indigenous perspectives. "Student agency" or students' voice and choice in co-designing and representing their learning is a critical



change in today's classroom.

Developing inquiring, creative, critical and interdependent thinkers who can communicate their ideas as they solve

real world problems is the goal.

Rita would have loved the new curricula, teaching in rural coastal communities. She practiced "place based learning" with her students and grandchildren.

We would visit fish hatcheries, check out tidal pools, hike old growth forests looking for Chanterelle Mushrooms or to view petroglyphs. She shared a genuine respect for Indigenous people and their knowledge.

Every day spent with her was an adventure, often with sketch pad and char-

coal in hand trying to capture what we experienced.

I am certain the sketching was a way to calm my easily distracted mind and ensure I was "present" while learning. It was also a non-traditional way to demonstrate my learning.

She helped me experience "awe and wonder" in the world around me. Rita would have thrived with the new curricula – she taught her learners that they could achieve anything.

Facing an uncertain future, today's learners need the competencies to do just that.

The 2018 - 2022 Board of Education with Judge Lisa Wyatt.



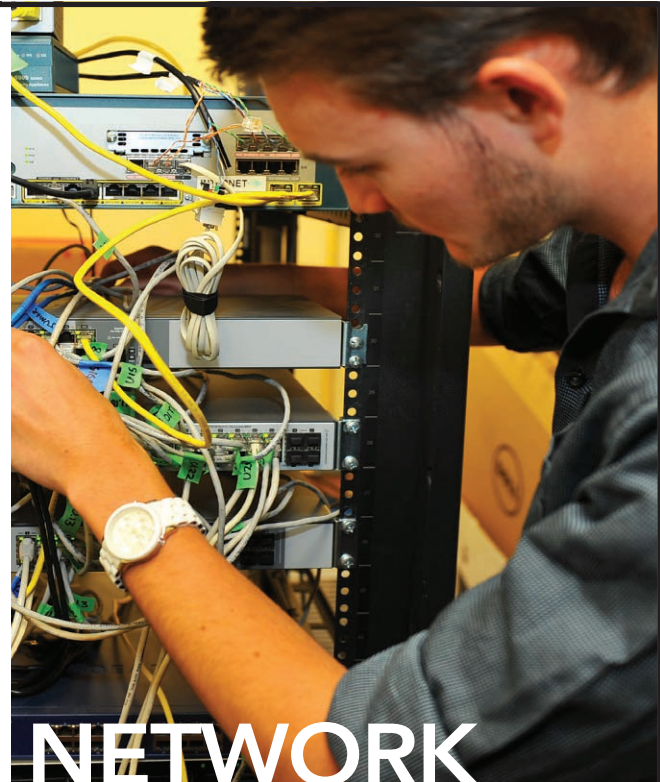
Students from seven elementary schools recently interviewed the NEW Board of Education.



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Trustees Interviewed by Students

Trustee Baxter

Peachland Elementary School

Do you think it's important for students to know about Trustees and what they do?

I think it is important for students to know who we are so they know what we are doing in their school.

Who is your hero and why?

There are a lot of people I respect, but looking back I think Nelson Mandela is my hero because he persevered and never gave up even though it was hard for him because he was in prison for so long.



Jessica Johnston (left) and Rosalee Bieksa (right), Gr. 5, Peachland Elementary School, interview Trustee Moyra Baxter

What is the best part of your job? students tell me about their different ideas.

The best part is going into schools and having about my job. That's the best thing

Trustee Bowman

Quigley Elementary School

Now that you are a Trustee, what kind of projects do you want to work on?

I had my first Trustee meeting yesterday, so it's like the first day of school for me. The first thing is to learn where all the schools are and what they are like and what is important at every school. I think every school is different. Maybe I will have a great idea but all the schools are already doing them! So I need to take my time!

How long have you been a School Trustee and why did you become one?

I am technically not one yet. I get sworn in by a Judge on November 7th and we have to make an oath. I have to make a formal promise. I always wanted to make the world a better place.

What skills do you need to be a Trustee?

Like I said I just started, but I think you



From Left to Right, Leila Chell, Diana Secuianu, and Emma Scales, Gr. 3, Quigley Elementary School, interview Trustee Norah Bowman

should be good at concentrating because you have to be in meetings that are really long. You should be good at listening to people, even when they are upset. You know that can be really hard. You really have to listen to them.

Trustee Cacchioni

École Dorothea Walker Elementary School

school.

How do Trustees help the schools?

Our main goal is to make sure all students have access to education and can make the most of their education in Central Okanagan Public Schools. We want the best for every child and we want to strengthen their abilities and opportunities for success.

How long have you been a School Trustee?

Since 2005, 13 years. And before that, I was a teacher and a principal for 36 years in the school district.



Jack Driscoll, Gr. 2, École Dorothea Walker Elementary School, interviews Trustee Rolli Cacchioni

Trustee Desrosiers

Shannon Lake Elementary School

Do you think it is important for students to know about Trustees and what they do?

It is important.

I know that I work for parents and was elected by parents, but the people I am working for are the students, too.

Why do you want to be a Trustee for the next four years?

Sometimes we have projects such as building schools, changing programs or supporting PACs (Parent Advisory Councils) and it takes a long time to get some of these plans done.

Now that you are a Trustee, what kind of projects do you want to work on?

Trustees work on projects that make schools the best places they can be. Schools should be places where your brains think and imagination is brought to life.



Alexa Shalley, Gr. 3, Shannon Lake Elementary School, interviews Trustee Chantelle Desrosiers

Trustee Fraser

A.S. Matheson Elementary School

How long have you been a School Trustee and why did you become one?

I have been a School Trustee for 7 years. I have enjoyed every minute of it because I get to meet students like you and see the learning you do. The reason why I became a Trustee is because of my experience as the President of the

PAC at my daughter's school. It was through this experience that I realized the importance of quality education for all students and the importance of locally elected Trustees.

As a Trustee, what kind of projects do you want to work on?

I want to work on the following projects: The 10 Year Long Term Facilities Plan and the School District Stra-



Zoe Watson, Gr. 6, A.S. Matheson Elementary School, interviews Trustee Julia Fraser

tegic Plan. Both of these projects are important in setting the direction of the School District and it lays out a plan on how we are going to

accomplish it.

Do you get into schools and, when you are there, what do you see?

Yes, I do get into schools when I am invited by students, teachers and principals. It is a wonderful opportunity for me to see firsthand what is happening in schools. I get to see students working together on class projects and I get to see performances put on by students.

Trustee Geistlinger



Penny Ryckman (left), Gr. 2, and Madalyn Vreeswijk-Dean (right), Gr. 3, École Peter Greer Elementary School, interview Trustee Amy Geistlinger

École Peter Greer Elementary School

I don't know much about School Trustees. What does a School Trustee do?

Trustees work on a team to make sure that decisions are being made in the best interests of students in our schools. Part

of our job includes having conversations with and listening to students so that we can work together to make sure students are successful.

Now that you are a Trustee, what kind of projects do you want to work on?

To be honest, my biggest project right now will be getting myself familiar with the everyday Trustee duties, like doing a lot of reading, meeting with Principals, attending assemblies, and learning about how School Board meetings operate.

What skills do you need to be a Trustee?

A School Trustee needs to be a good listener, a team player, a keen reader, a critical thinker, and a person who treats others with kindness and respect.

Much of the same skills needed to be a good student are the same skills that a Trustee needs!

Trustee Tiede

North Glenmore Elementary School

Why do you want to be a Trustee for the next four years?

I want to be a Trustee because I think we live in one of the greatest School Districts in all of BC. I find it fun to be part of something great and helping it to be even better. I also enjoy working with really good people - we have an amazing team.

Who is your hero and why?

My Mom. She was a teacher in a school and taught me a lot of amazing things as well. She is a tough woman and she raised my brothers and me with strong morals and work ethic.

My Mom always set a great example and showed me how to be a good person and a good mother myself. She is my hero.



Zane Campbell, Gr. 5, North Glenmore Elementary School, interviews Trustee Lee-Ann Tiede


How long have you been a school Trustee and why did you become one?

I have been a Trustee for four years and am just starting my second term.

I became a Trustee because I truly believe in the work this School District does and I want to be a part of it.



NOW I CAN...



Conner Scheming
Gr. 7, Rutland Middle School

When I used to learn about Science, we would watch a video about an experiment and learn by seeing rather than doing. Now, I can have more fun with my experiments. I learn by adjusting ramps to be higher, longer, or steeper. I can go farther with my ideas than I ever could on paper.

GROWTH MINDSET

Technology in Education

Jordan Kleckner & John Morrone, District Principal & Vice Principal of Learning Technology

That was then... this is now. When it comes to the role of technology in education, we've observed a monumental shift over the past two decades.

Recently, the International Society for Technology in Education (ISTE) released their updated Student Standards. In this release, they highlighted the drastic change we've observed in the ways our students interact with technology in their learning.

20 years ago, schools (and only some of them) had a single computer lab and a specific teacher who would teach students some basic computing skills. Fast forward a decade, and we started to see laptop carts and multiple teachers within a school using them with their students. Fast forward to today and we are seeing many schools with nearly 1:1 access to technology and students being empowered to leverage technology to deepen their learning.

Our Learning Technology

Team for the Central Okanagan Public Schools believes in nurturing and growing a Digital Learning Culture across our District.

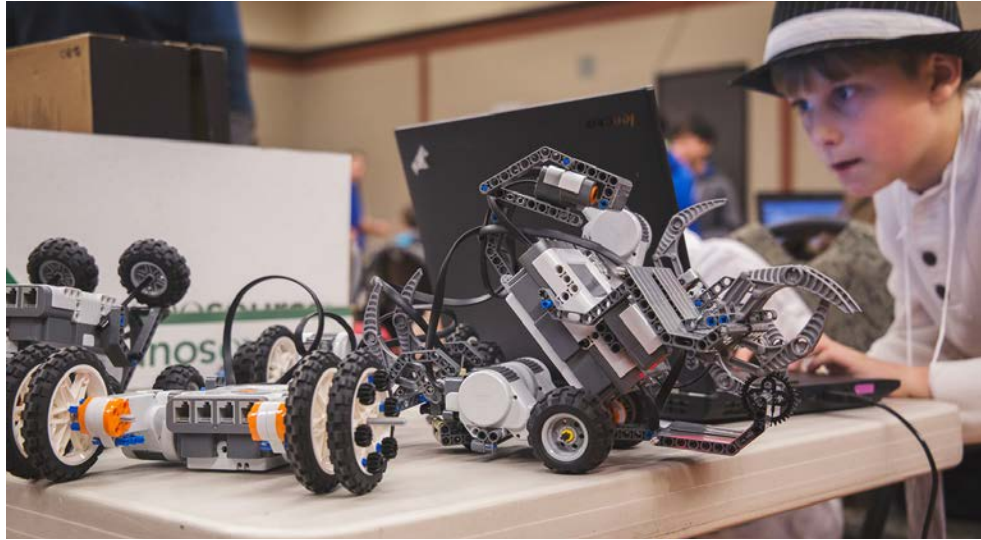
We foster a culture that focuses on leveraging technology in meaningful ways to deepen student learning; a culture where students are growing an adaptive technological skill set that empowers them to critically think, collaborate and communicate powerful ideas; a culture where students shift from being consumers to creators.

Technology Provides New Windows into the Classroom

John Morrone, Vice Principal of Learning Technology

Did you know there are now refrigerators with internet connectivity that can remind you to pick up milk when the jug inside is reaching its expiry date? It is amazing to think of how quickly technology is changing and it is undoubtedly ingrained in our everyday lives. Technology has the potential to transform the way we work, learn and play. Learners have access to endless amounts of information and tools that enable them to represent their learning in innovative and creative ways. Families have new windows into the classroom and their child's learning through digital portfolios, and students can reflect on the process of their learning in meaningful ways. However, the widespread use of technology is also causing us to think, just how much is too much? We worry about excessive screen time, especially for the youngest members our families, and we have concerns about the content our youth may be interacting with online. We are wary about reduced opportunities for creative play and physical activity levels in relation to increased time spent playing video games and using social media. In addition, we are seeing a growing need to address the mental health literacy of our youth and the role technology plays within that context.

Indeed, the very concept of "wellness" has gone digital and it has implications for youth, families, schools and communities. **Media Smarts (www.mediasmarts.ca), a Canadian non-profit organization for digital and media literacy, recently published a new research study called "The Digital Well-Being of Canadian Families".** They define digital wellbeing as the ability to make "the best uses of digital technology into family life in ways that are meaningful and promote family values." Ultimately, it is about striking a healthy balance, where users can mitigate the risks but also embrace the opportunities afforded by digital technology. Becoming more mindful of how adults model this behaviour for our children might be a great place to start.



Robotics and Coding – New Opportunities for Students

August Beetlestone, Teacher, eSchoolBC (Distributed Learning)

It's hard to believe that less than 10 years ago, the concept of studying robotics and coding for middle school-aged children, let alone elementary-aged children, would become a reality in so many schools. And yet, here we are in 2018, with schools all over the District integrating this field of study.

When I started teaching robotics, I was surprised to learn that all of my students seemed to thrive in the design, building, and programming of these autonomous functioning little machines. I was equally surprised to discover the inner competitiveness many of my students had after I registered them for the Western Canada RoboCup Championships in 2015, especially considering that some of them had never competed nor been on any kind of team before. Our team placed first in both Robotic Soccer and Search & Rescue. After the competition, when I went to collect one of the trophies to be showcased at our school, one of my students reluctantly handed it to me, proudly stating, "Mr. B., this is the first thing I have ever won in my life."

The impact of that statement hits me as hard today as it did then. I realized that the introduction of robotics provided a new opportunity for many children to showcase their strengths (perhaps strengths that may not have materialized otherwise). With so many schools now offering robotics and coding, it will be exciting to see what great student accomplishments will be achieved as these technologies help change people's lives.

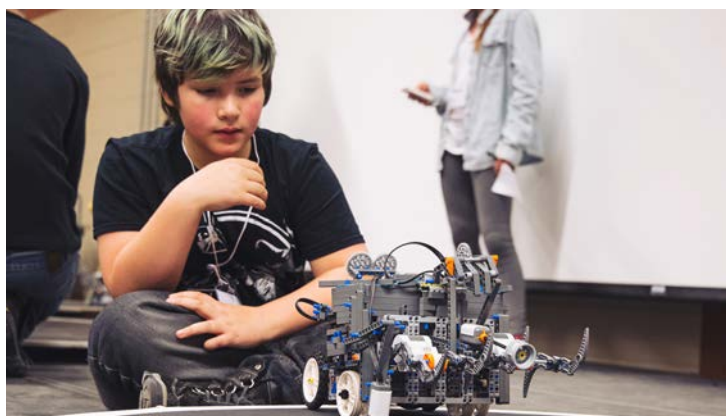
Coding Quest Partnership

John McMahon, Program Manager - Coding Quest

Central Okanagan Public Schools has many wonderful community partners that support our students in leveraging technology for meaningful learning in the classroom. One of those partnerships is with the Coding Quest group. Coding Quest has partnered with UBC-Okanagan to support teachers across the District in applying coding to a range of subject areas in the classroom, helping students to strengthen core global competencies and computational thinking, including critical

thinking, creative problem-solving, collaboration and science, technology, engineering and math (STEM) skills.

Students have been collaboratively using the Scratch coding platform to research a topic and apply their knowledge of that topic within the design of their very own computer game. Later this year, many of these students will be participating in an Arcade event, where they will have the opportunity to showcase their learning and their computer games to the public.



The Beauty of Math!

Heather McIntosh, Teacher, Mount Boucherie Secondary School

When I first started teaching, I did a project where students made a picture of functions we covered in class by graphing by hand. This project had little student buy in, was hard to mark, and was difficult for students to determine whether or not they were doing the graphing correctly. Now I do a similar project where students use

Desmos - an online graphing tool - to make a picture that can later be printed in 3D. Students love that they receive instant feedback from Desmos about the functions they are choosing and this has increased student engagement. Everyone is excited to see their pictures in 3D, and as a bonus, we display the finished projects outside our classroom so everyone can celebrate the beauty of Math.



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New Technology Alters Thinking

Scott Hayhurst, Teacher, Okanagan Mission Secondary School

New technology in the classroom continues to alter the way that students think as well as how they reflect on their thinking. Metacognition is not a new concept, however, the ability to 'think about one's thinking' through the use of portfolios has been transformed in recent years.

Paper portfolios are being replaced by tech tools such as FreshGrade, Seesaw, Google Sites and Google Slides. These electronic platforms allow the students the opportunity to collect, view, and reflect on their learning over time and notice when

they have improved and what they still need to work on. Capturing evidence of their learning through photos, videos and audio recordings is simple with classroom technology such as iPads, laptops and personal devices.

Formative feedback is also increased as their peers, parents, and teachers can view their learning journey and offer timely and specific comments.

The increased collaborative nature combined with the ability for students to make their learning visible has led to a richer educational experience as a result of these new ed-tech tools.



Will Cote
Gr. 4, French Immersion, École Dorothea Walker Elementary School

I love math now. It is so fun. Our teacher guides us with questions and hints. For hard questions, we can work in partners or groups. We learn from math games and we use technology a lot. Google classroom is pretty cool!

GROWTH MINDSET



Technology Empowers Student Learning

Ashley Cail, Teacher, Rutland Secondary School

Last school year, Rutland Secondary went through its technology refresh, choosing mostly Google Chromebooks over laptops.

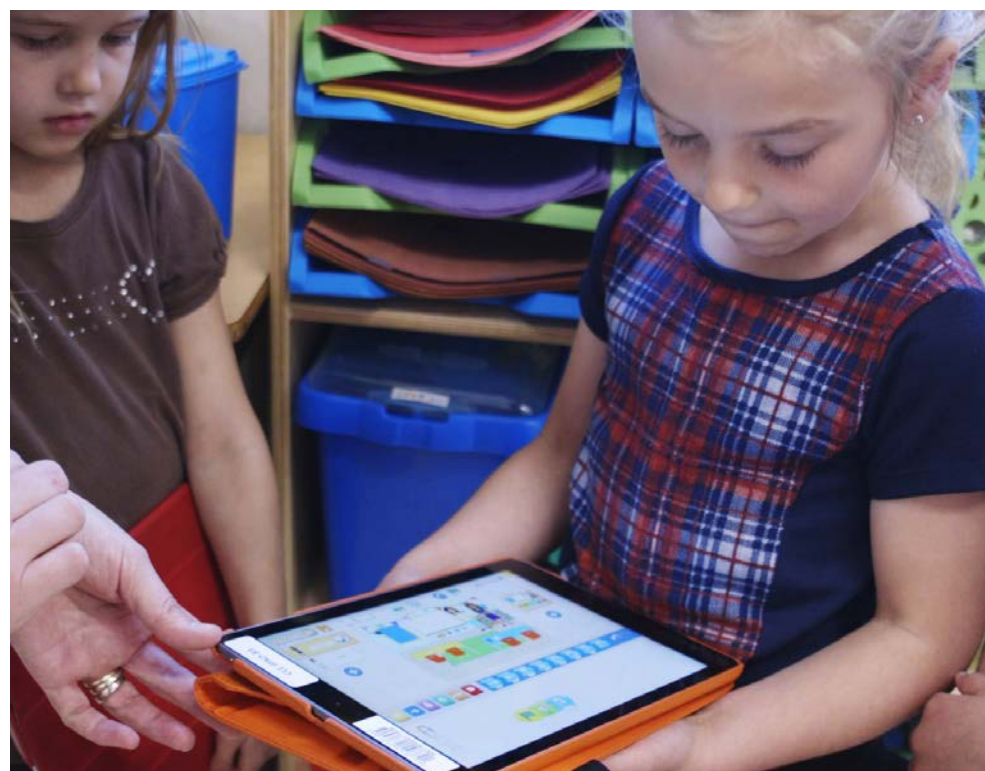
This means that students are now using Google Apps for Education in the majority of their classes, and have been steadily gaining more and more confidence with using technology to represent and deliver their learning.

Not only has Google Classroom been used to help facilitate learning in my classroom, but it has inspired me to experiment with various technological tools to leverage creative and critical thinking in my classroom. I have been enjoying using HyperDocs to make learning collaborative

and interactive, and allow students to be agents in their own experience.

HyperDocs structure my lesson in a way that encourages students to be self-paced explorers, learners who use technology to delve deeper into topics and to practice their critical thinking and problem-solving skills.

As the HyperDoc creators say, digital collaboration "give[s] every student a voice and a chance to be heard by their classmates." I hope to continue to experiment with technological tools and HyperDocs moving forward, and to also inspire my students to continue to use technology to empower their own learning.



Transformation of School Libraries

Amber Hartwell, Librarian, Peachland Elementary School

The **Library Learning Commons (LLC)** model is about the transformation of school libraries, driven by a new culture of learning in education. Our students have grown up with the Internet and supporting technology. Learning has moved beyond the classroom and the limitations of a textbook; it has become social, participatory and collaborative, supported by emerging and powerful new technologies.

One key element of the LLC is the Open Commons, cultivating the LLC as an extension of classrooms. The space is "open",

encouraging a collaborative atmosphere and supporting just-in-time learning. Co-teaching occurs alongside smaller groups of learners using the space to work on projects, access resources and seek enrichment.

It is this environment that allows for technology to be leveraged as a tool to empower students in their learning. For example, a green screen is a staple technological tool in a transformed LLC.

Learners can leverage this technology as a new option for demonstrating understanding in a curricular outcome, proficiency in core competencies, and develop technological literacy skills.

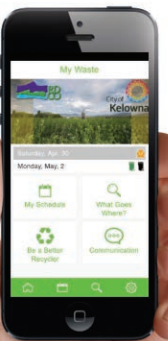


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NOW I CAN...



Chantal Sperle
Gr. 2 École Casorso Elementary School

J'aime être capable de parler en français parce qu'on a une étudiante de la France et je peux parler en français avec elle. J'aime aussi parler en français avec ma sœur parce qu'elle peut m'aider à apprendre des nouveaux mots.

I like being able to speak in French because we have a French exchange student from France and I can talk to her. I also like to speak in French with my sister because she can help me with new words that I do not know.

GROWTH MINDSET

French Immersion and the Authentic Experience

Written by a former École KLO Middle School Student.
One of the advantages of being part of a French Immersion Program is the higher level of fluency in the second official language of Canada. Students in our French Immersion Program have been studying in their second language since Kindergarten, yet several have never met a large group of francophone youth or been to an area where French is spoken by the majority of the residents. Finding an authentic opportunity to be immersed in the language is a great opportunity for students to use the language communication skills they have acquired.

Former École KLO Middle School students enjoying the sights of Quebec.



Students in French Immersion have also studied some cultural components of various francophone areas, yet to be truly immersed in the culture, one must live the experience. Living with a francophone family for a week, in a francophone community, is an excellent way to enrich understanding of the French Canadian culture and to foster understanding about the diversity of youth across Canada.

es that enhance language and cultural learning and give participants an experience and memories that last a lifetime.

By exploring another Canadian community, participants strengthen their second language, develop cultural awareness, break down social barriers and improve self-confidence. KLO grade 9 French Immersion students will travel to Quebec and live with francophone host families from February 7 – 15, 2019.

region and culture allow our students to develop a pride and understanding of the diversity in our own region.

French Immersion students in B.C. are in-between two cultures. They are not considered completely "English" by students studying in the same community in only one language. They are not considered "French" by the francophone community.

They are, however, a representation of bilingualism in our country and should be proud of their bilingual and bicultural studies. This Experiences Canada opportunity will enrich their education and create lifelong connections to their bilingualism, and foster a continued understanding of themselves as truly Canadian.

For twenty-two students from École KLO Middle School, this opportunity will soon be a reality. École KLO Middle School was recently selected to participate in an exchange to Saint-Raymond, Quebec with Experiences Canada. Experiences Canada facilitates enriching educational exchange-

As this is an exchange program, there are twenty-two Kelowna families excited to have the opportunity to host a youth from Quebec in May. KLO students will plan a week of local activities and cultural experiences to share with their francophone guest. Sharing aspects of our



Exchange France-Canada

Jules, Thomas and Célia, French Exchange Students at George Elliot Secondary School

Hello everyone, we are French exchange students. We are Jules, Thomas, and Célia and we are here for six weeks. Our goal is to learn the English language, the Canadian culture, and discover the region of British Columbia. The region looks pretty similar to ours in France (lakes and mountains), but there are a lot of differences like the food, the school and much more...



George Elliot Secondary School Exchange Students and their Partnered GESS students, from left, Célia, Cody, Dustin, Jules, Thomas and Kelbrai

are obligated to take English.

If a student takes the economic sciences, economy and social; after we have TPE: it is an exam for the BAC (our high school's final exam). In France, we have the same class for all of the year and there are approximately 35 students in one class.

not always with all the family. Here, the students practice their sports a lot (in France we don't have the time to do that). We don't have sports teams in our school, we must practice sports elsewhere. The relationship between teachers and students is also very different. Here, it's more friendly.

There are some differences between the families in France and here; for example, in France we always eat all together whereas here the supper is

Finally, we feel good here, the people are great and very kind with us. That is a very great experience and we recommend to all of you, if you can, to do an exchange like this.



From left to right: RSS Students Carly Mitchell, Georgia Green, Dexter Page-et, Cameron Weys, Colton Rickards, and Landon Tunold

A Breadth of Perspective

Chelsea Thompson, Teacher, Rutland Secondary School

Language and Culture 9 is an elective course offered at Rutland Secondary School.

It is open to any grade 9 student who is interested in pursuing a language, but are not sure which one they would like to focus on.

It is designed to introduce students to a broad range of languages and cultures in an engaging and interactive environment.

Every teacher has a slightly different perspective to offer their students.

Some teachers deliver the curriculum from a perspective of legends

and fables and others through the lens of art.

Other teachers still look to engage students through anthropological studies.

Students have the opportunity to guide a personal inquiry into their own cultural backgrounds and discover more about their familial history.

The intent of the course is to encourage students to select a language to study from grade ten through to graduation.

The ultimate goal is for students to gain an understanding and respect for a plethora of cultural perspectives that will create an appreciation for the beautiful diversity of our community.



École KSS French Immersion Exchange Program

Scott Brown, Teacher, École Kelowna Secondary School

French Immersion Program.

The newest of these opportunities being that of an authentic cultural exchange with France. A cultural exchange is not new for our schools as some select middle schools

offer a one-week Quebec exchange for our grade 8 learners.

Building on the success of the Quebec exchange, our secondary schools are now offering a 4 - 6 week exchange with Central and Eastern France.

This program was started in 2017 and student involvement has tripled in the short span of one year.

The program consists of Kelowna students being twinned with a French student of similar age and grade level.

The twinning process allows us to place like-minded students together, facilitating the overall cultural experience of all participants.

The second step of the pro-

gram involves the French students coming to Kelowna in November to be with our student and the student's family.

The French student mirrors the academic schedule of the Kelowna student and receives the opportunity to experience life as a student in a Canadian school and in the community.

The following March, our students will travel to France to be with their twin student and their French family.

This opportunity for a fully immersive French experience has proven to be one of the educational and personal highlights of our students' educational careers.

NOW I CAN...

Ario Nouroozi
Gr. 5, Watson Road Elementary School

My name is Ario Nouroozi. I am 10 years old. When I first arrived in Canada, I was very confused about everything that was going on around me. I was not good at speaking English so I was somewhat nervous all the time. I did not know what my teachers and others were saying which made it hard to communicate. My shift in learning is now I can communicate with everyone, which allows me to be a critical and creative thinker.

GROWTH MINDSET



École Kelowna Secondary School French Immersion Exchange Students

The Value of Indigenous Language in Contemporary Education

Brad Kuhn, Vice Principal, Mount Boucherie Secondary School

The Academy of Indigenous Studies at Mount Boucherie Secondary School (MBSS) has been recognized with a national education award for providing students with opportunities to feel more connected to their culture, and inspiring leadership and pride within their school and communities.

Kyla Winacott, Department Head and teacher comments: "The Academy enables students to feel connected, valued, and supported, and they view graduation as a key to a meaningful and promising future." Elders, Knowledge Keepers, and the MBSS staff contribute to the success of this program by supporting students in each quadrant of the medicine wheel (spiritual, emotional, physical, and mental) and by enriching each of

these directions in order to ensure each child's academic and personal growth.

This year, a group of teachers engaged in significant cross-curricular projects which authentically connected students in the Academy with other groups of students at MBSS, as well as with our local Indigenous communities.

Through these projects, Elders and Aboriginal leadership students shared teachings, protocol, and stories with a multitude of classes.

MBSS student Wade Werstuik, reflecting on this experience, states that "one thing that language has done for me is make me into a person able to think outside the box and look at different angles and outcomes for life situations."

The following questions were answered by MBSS grade 9 and

10 students:

Why is indigenous language important at school?

1. **Kaden Paquette** "It can help teach me more about my land and culture."

2. **Robert Virgint** "A good environment to be in if you don't want to be judged."

3. **Wade Werstuik** "It keeps the culture and traditions and it teaches the others about the truth of our past."

4. **Aisha Sidhu** "Speaking Okanagan brings me comfort and makes Elders proud to see youth speaking the language."

How did the language class make you grow as a leader?

1. **Katelyn Bellingham** "This is where I learned about leadership, and the teacher encouraged me to join to keep my culture alive."

2. **Kaydence Derrickson** "Language class encouraged me to try my best and be good towards everyone, which made me feel happy and wise."

3. **Wade Werstuik** "Being in language made me feel like a

teacher."

Aisha Sidhu has said it best when summarizing her experiences in the course, "Language is learning taught in a comfortable learning environment where I have created lifelong friendships."



Top left to right: Hayden Lindley, Daisy Van Exan, Nikki Wilson, Skylah Charleyboy, Spencer McPhee, Chris Frei. Bottom left to right: Talon Mason-Delorme, Anya Brighton, Lauren Teal, Joyce Rue, Kaydence Derrickson, Amber Derickson



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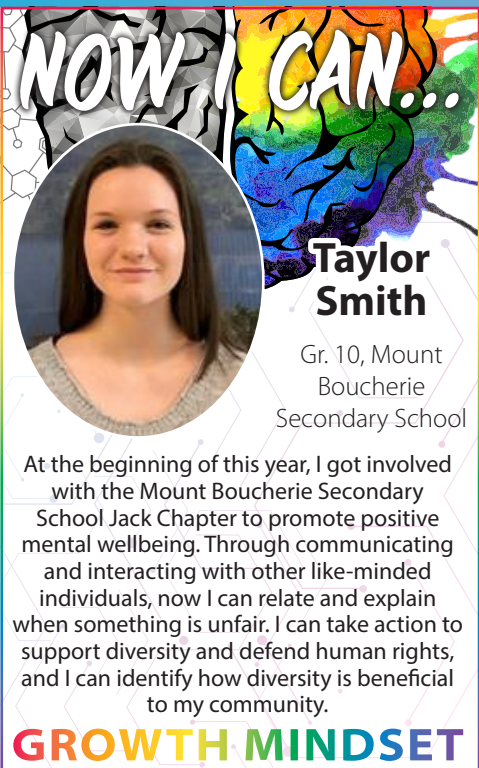
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Taylor Smith

Gr. 10, Mount Boucherie Secondary School

At the beginning of this year, I got involved with the Mount Boucherie Secondary School Jack Chapter to promote positive mental wellbeing. Through communicating and interacting with other like-minded individuals, now I can relate and explain when something is unfair. I can take action to support diversity and defend human rights, and I can identify how diversity is beneficial to my community.

GROWTH MINDSET

James Minkus, Principal, École Peter Greer Elementary School

In early February of 2018, Premier John Horgan announced that a new middle school was to be opening in the Fall of 2021 to serve the Lake Country community.

New Middle School in Lake Country

Even though completion of the project is three years away, the process for getting this project officially started began this past September.

Students, staff and parents from the four Lake Country schools – École Peter Greer Elementary, Oyama Traditional, Davidson Road Elementary, and George Elliot Secondary, as well as representatives from the School District's Board of Education, Partner Groups, and District Staff, met for the first time with the architects in a 'Design Charrette' on September 27th.

A Design Charrette is a planning session where citizens, designers and others collaborate on a vision for a development. It provides a forum for ideas and offers the unique advantage of



Davidson Road Elementary students from left, Brooklyn, Bryn, and Eleanor and staff share their design ideas for the special education spaces at the new middle school.

giving immediate feedback to the designers.

More importantly, it allows everyone who participates to be a mutual contributor to the plan. Having various perspectives looking at the preliminary drawings provides architects with valuable information in regards to the functional use of the space.

For two grade 3 École Peter Greer Elementary students, Kaiden Nuyens and Keyena Rohatensky,

and their current teacher, Ms. Rancourt, their learning journey for the new school started last year in grade 2 when the class worked collaboratively on an inquiry project that saw the class make visits to the school's future site and local parks.

They even met with the Mayor to share the maps they created showing their ideas for what they felt the community needed.

At the Design Charrette on September 27th, stakeholders sat in mixed groups and through brainstorming and design activity, many ideas were generated.

Although everyone participated, it was the students that really stole the show during the sharing of ideas at the end of the Charrette.

Their ideas ranged from the practical - like making sure there was enough space and parking to accommodate all the students and staff, to the imaginative - like the possibility of including a rooftop green space with a garden and greenhouse and, of course, lots of glass and flexible space to learn.

Some students' feedback from all four schools included:

"Having a rooftop garden and greenhouse over the gym would be a good place for learning about design."

"The floor in the learning commons should be cozy to sit on but easy to clean so carpet might not be the best."

"Having a climbing wall in the gym would give students an individual challenge."

"The open layout is nice, but some private spaces are still needed for students who have special needs."

The next step is for the architects to take all the ideas and work together to produce a set of revised plans to be shared back with the Lake Country community. The students are very excited to see how their ideas will be used! In addition to gathering input for the design of the new school, stakeholders were invited to submit their ideas for the name of the school through school newsletters, websites and an online survey.



École Peter Greer Elementary Teacher Matt Olson and students, from left, Taylor Woehrl, Gracee Lozano and Cohen Hild share their ideas while one of the architects takes notes.



Oyama Traditional School Teacher Mallory Herzog and students Desmynn Buse, Vaughn Kilpatrick, Brady Flowers-Johnson, Marcella DiMaggio and Charlotte Andrews brainstorm ideas for the gym and playing fields for their new middle school.



HONOURING THE PAST

THEN

Rob Aviani, Vice Principal,
Rutland Middle School.

The Heritage Classroom is quietly situated in a corner of the historic Central School building located on Richter Street.

The classroom is the pride and joy of a very energetic and enthusiastic retired school teacher named Sig Ottenbreit.

At 91 years of age, Ottenbreit eagerly welcomes visitors of all ages to this throwback to a former time.

The Heritage Classroom contains many antique artifacts and memora-

bilia from yesteryear, and Ottenbreit seems to have a fascinating story about every piece.

Whether it be the writing quills, the classic "Royal" typewriter, or an old wasp nest, the retired teacher's interesting anecdotes bring history to life.

Ottenbreit started his 37 year teaching career in rural Saskatchewan at the age of 18. There were eleven students in his class who spanned ten different grade levels.

The school had no plumbing, so he was responsible for bringing water for drinking and hand washing each day. Ottenbreit's first job in Kelowna was at Rutland Elementary School in

1959.

Regardless of the province or school, his care and dedication to his students are clearly evident.

"I treated my students like my sons and daughters," says Ottenbreit. "Many of my former students still contact me to see how I'm doing."

Ottenbreit encourages schools and teachers to bring their students to the Heritage Classroom for a tour.

He also welcomes other retired teachers to join him as a tour volunteer. To book an appointment for a tour or to inquire about volunteer opportunities, please contact Sig Ottenbreit at 250-762-2630.



Sig Ottenbreit is the volunteer tour guide and curator of the Heritage Classroom at Central School.

Now

DESIGNING THE LEARNING FOR TODAY

Innovative Learning Environments are visible throughout Central Okanagan Public Schools

Innovative Learning Environments

Jesse Bruce, Principal, Rose Valley Elementary School

The learning sciences are enriching our understanding of how people learn best. Schools that are designed to leverage knowledge about learning will empower tomorrow's generation to become powerful learners, skilled workers and engaged citizens.

Educators across our District are sharing their curiosity about how we might use research about The Nature of Learning to explore the creation of Innovative Learning Environments (ILEs). Collaborative and innovative learning communities are engaging students around the Central Okanagan, with several emerging and observable learning themes.

Largely influenced by the extensively researched OECD Principles of Learning, Central Okanagan Public Schools set out to connect and design learning and learning spaces that:

- Put **Learners at the Centre**
- Recognize **Individual Differences**
- Embrace the **Social Nature of Learning**

- Recognize that **Emotions are Integral to Learning**
- **Stretch All Students**
- Are grounded in **Quality Assessment for Learning Practices**, and
- **Build Horizontal Connections**

Along with other Innovative Learning Environments around the District, the examples featured intentionally set out to **Create Community** by fostering a sense of belonging where all learners feel connected to others, feel safe to take risks, make mistakes, be vulnerable, and stretch themselves as learners. Each Innovative Learning Environment also sets out to account for some or all of the following pedagogical practices:

- **Cross-Curricular Planning** evident in many learning communities creates opportunities to design learning that is holistic, relevant and intellectually engaging for students
- **Place Conscious Learning Environments** create opportunities for students to connect deeply with the land, the natural environment, and

develop a sense of belonging in the place in which they live

- **Inquiry-Based Learning** approaches allow students to deepen their learning around areas in which they are interested and connected
- **Focusing on Learning That Matters** for each child ensures that they are engaged in learning that is good quality, and good for the heart, the mind and the world. When we do work that matters, we feel valued and valuable
- **Flexible Learning Spaces** are intentionally designed to provoke student curiosity, provide students more choice, and to amplify learning
- **Supporting Self-Navigating Learners** empowers the learner and enables self-navigators to set learning goals, take action, and monitor and gather evidence of their own learning. Developing self-navigating learners involves aligning our assessment principles and practices to empower our modern learners.



Grade 3/4 Learning Community at North Glenmore Elementary School. An African proverb says "It takes a village to raise a child." Our learning community is that village. We are made up of 78 children, three teachers, four C.E.A.'s, and often a learning support teacher. We share our three classrooms, plan together, and teach together in support of differentiated instruction (providing students with different ways of learning), collaboration (students working together), and cross-curricular inquiry learning (having students pose questions and problems then explore, investigate, and research to learn). Our goals are to embed the core competencies (communication, creative and critical thinking, personal and social awareness) into our daily work, to instill a growth mindset in our learners (never give up, learn from mistakes, embrace challenges), and to communicate learner growth in meaningful ways. As a team, and with student input, we determine each child's learning plan as we recognize that students are unique individuals who start at different places, progress at different rates, and learn in different ways. When it comes to student learning, we will all contribute to this process.



Shannon Lake Elementary School is embracing the OECD Principles of Learning and focusing on having students be at the center of their learning both in the classroom and in the world. The learning community is comprised of grades 1 and 2 students working together daily. There is a strong commitment to learning in nature and utilizing the school's proximity to Shannon Lake Park.



Dr. Knox Middle School collaboratively engages with UBC's Okanagan School of Education (OSE) to BUILD HORIZONTAL CONNECTIONS in a partnership that benefits both Dr. Knox students and future teachers. This week, five OSE interns had their second of three visits where they work with Mr. Ohashi's Math 9 class in various math activities, such as using vertical surfaces to solve problems, math games and math talks. Today's visit focused on math games that had students investigating exponents by playing various math games that revealed the effect of different bases and exponents. Students worked in partners, teams and alongside the OSE interns.



Chute Lake Elementary School's Dragonfly Learning Community, comprised of Grade 3 and 4 students, creates water colour pictures with a local artist. This community believes in creating a comfortable, accepting learning environment where students feel valued and connected. Their overarching theme for this year is "our environment shapes who we are and we shape our environment".



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Rose Valley Elementary School's "Forest Friends" Learning Community explores water colour painting with a local artist high above the city after a short hike in Rose Valley Regional Park. This collaborative learning community is made up of multi-age learning teams, Grades 3 and 5 are featured in the photo, that leverage the natural world and the surrounding environment to cultivate meaningful learning experiences.



Ellison Elementary School students learn in Multi-age Collaborative Learning Communities (Grades 1 - 5) with a learning focus on Mindfulness. We recognize OECD Principles 4 & 3: emotions are integral to learning and seek to build student capacity in mindfulness through interactive learning tasks that are social in nature.



On a beautiful day in October, students from the Grade 5 learning community at South Rutland Elementary School learned about local history and geography while on a hike into Knox Mountain Park. Meaningful connections were created while looking over the city from the first lookout, imagining how the valley may have looked during the time of the ice age, when Mt. Boucherie was an active volcano, when Kelowna's population was less than 100 people, and when the Paul family owned much of what is now Knox Mountain Park. In this picture, the students are standing beside Paul's Tomb. The students took advantage of the "Class Rides Free Transit Program", providing a valuable first-time city transit experience for many students.



The École KLO Middle School grade 8 French Immersion learning community spent a day at Knox Mountain at the end of September as part of an inquiry unit about how the earth changes. They hiked while observing the natural land formations, using this information to infer what geological processes shaped our land. While on their lunch break, students took a quiet moment to do reflective writing based on their surroundings. The group continued to establish culture as a learning community as they worked on communication, collaboration, and thinking skills.



Constable Neil Bruce Middle School begins each morning with a multi-age mentorship learning community, where students in Grades 6 – 8 come together to build school community and culture. Students learn and strengthen their character through our Character Strong initiatives, build community through our House Games competitions, and demonstrate attributes of citizenship. Here you will find a photo of Mr. Fisher's mentorship class who is currently working on a community fundraising initiative, for their chosen Spirit Day. The goal is to allow students to explore humanitarian efforts at a local level. This will help them demonstrate their attributes of citizenship, where they are making a difference for people in Kelowna and West Kelowna.



At Mar Jok Elementary School, the kindergarten children learn in community, referred to as the Kindergarten Family. This innovative learning environment provides children with the opportunity to experience learning through play in many different ways. During exploration workshops, our early learners exercise their voice and choice to determine how and where they want to learn. On this particular day, a number of children have chosen to learn through play using outdoor "loose parts". The teachers support the children's play by inviting them to explore, observing the play in action, scaffolding the play by asking deep and meaningful questions, and finally documenting the learning stories of the children. This innovative learning environment leads to a strong sense of belonging and a feeling of connectedness, providing the essential foundation for not only future academic success but also for the development of social and emotional competencies.

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James Ropotar, Gr. 11, Okanagan Mission Secondary School

Engineering Dual Credit Program

James Ropotar, Gr. 11, Okanagan Mission Secondary School

The Engineering Dual Credit Program is a new opportunity in its pilot year, run by Central Okanagan Public Schools and the University of British Columbia, Okanagan Campus. It allows secondary school students in Grade 11 or 12 to take the Applied Science 171 Engineering Course, as a taste of university.

The class consists of two lectures and a tutorial per week, and I have found the lectures to be quite fun and enjoyable. Classes are spent talking about real life inventions and situations, such as why certain car models succeed or fail.

The tutorial classes are about building skills and refining the concepts introduced in the lecture. The course includes group projects, which provide students with skills they can apply once they have a job in engineering, and even outside of it.

The first project gives students the ability to work with CAD/CAM software, specifically SolidWorks, while the other project gives 3D Printing and marketing skills.

These are valuable skills, especially as we move toward a job market that will be based upon innovation in order to succeed.

When I was offered the chance to participate in the pilot program, I was very excited.

Engineering is a field

I have always taken an interest in, and after taking Drafting and Design at Okanagan Mission Secondary School, I felt ready for the challenge.

The course has been challenging, but it has been a good representation of what to expect for the future in university. Even the structure of the course has been different from anything I've been exposed to so far. I have needed to re-examine the way that I study and learn.

This course has needed more attention and commitment than anything else I have tackled so far. It has also given me practical skills I find valuable, as well as experience that will serve me well in university and beyond.

For a long time, I have wanted to go into Engineering, and with this course, along with a summer study I completed through the School District's STEM Fair, I found out what the field required, and the type and level of learning required.

This is an amazing first taste at what life will be like: the hours of homework, unique projects, and the learning opportunities. I believe it is the best learning experience outside of my regular course work; it provides valuable skills, and it has prepared me for the future.

I hope to continue doing more courses through the Dual Credit Program with the School District, for a better future ahead.



Youth Work in Trades financial award!

Program Details

Students must be employed (paid) in an apprenticeable trade. Most students' work does not interfere with their school day. Youth Work in Trades can be completed on weekends, evenings, summer holidays, or on a special release from school, if the timetable will permit. Students

Youth Work in Trades

Chris Ovelson, Dual Credit Programs Apprenticeship Coordinator

If you are a secondary school student 15 years of age or older working in a trade area, you may already be eligible to participate in the Industry Training Authority (ITA) Youth Work Program while in high school and qualify for a \$1,000.00

that complete 480 hours of work experience receive 16 graduation credits. Youth Work in Trades students, who complete a minimum of 900 apprenticeship hours and maintain a C+ or better average in their Grade 12 courses, qualify for a \$1,000.00 financial award.

Program Benefits

- Earn money while learning skills valued by employers
- Get a head start in your career
- Earn 16 credits towards graduation (4 courses worth 4 credits each)
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Apply

Already working as an apprentice? Visit www.dualcredit23.com/apply.html to apply for the ITA Youth Work Program.

Central Okanagan Public Schools Dual Credit Programs 2018-2019

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Talking Trades

In celebration of the fourth annual Apprenticeship Recognition Week (November 4-10), the Industry Training Authority (ITA) is facilitating "Talking Trades" events across the province where the local Apprenticeship Advisor and a trades Champion visit an ITA Youth Trades Program classroom.

The goal of this first-time initiative

is to inspire and motivate students to pursue a career in skilled trades, with the objective of increasing the number of students enrolled in and completing work experience programs, towards certification. There were approximately 60 students in attendance at the event held at the BCIT site at Quigley Elementary on November 8th.

The changes in education matter, and they matter to students the most. In their own words, students tell why the changes in education matter to them.

Why – Evolution in Education

Sophia Allingham, Gr. 6, Oyama Traditional School

I remember having assigned seating for a long time. We would only get to speak with friends if they were in our table group. It isn't like that anymore though; I can sit wherever I feel comfortable.

I am a big fan of flexible seating; I can sit where I work best and change seats if I need to. How we choose our seating is not complicated at all as we have many options of where to sit, such as tables, desks, and bean bag chairs!

Let's say you choose the bean bag chairs, you have to put your number tag beside the picture of the place you would like to sit. Only a certain amount of people can sit in certain places since some tables can fit

eight people while others can only fit two or three. If your spot was taken, you must choose a new one. We are allowed to move seats whenever we want to as long as it is not disrupting the learning.

That is helpful because if I am having trouble focusing where I am sitting I can just move to a better seat so I can focus on learning. When I sat in assigned desks, I might be put by a person who I don't work well with. This will affect how you learn and you won't be able to focus.

Once you move away you'll be able to focus on your work!

If you can change seats, you'll be able to find a place you can learn with the people around you.



Taylor Dunbar (left) and Sophia Allingham (right), Gr. 6, Oyama Traditional School, work together on a project in seats that they chose.

Maria Colero
Gr. 3, Davidson Road Elementary School

When I was younger, most of the work I did was by myself. But now I can collaborate! I've got good ideas and so do my classmates. I let my partner share first and then I share my ideas next. We then work together to find the best answer.

GROWTH MINDSET

How Learning Is Changing Through the use of Digital Portfolios



Quinn Shorter, Tiffany Horak, and Luke Pederson document their learning together.

Bankhead Elementary Gr. 6 Students Quinn Shorter, Tiffany Horak, and Luke Pederson.

Bankhead Elementary School Gr. 6 students Luke, Quinn and Tiffany are just a few of the students at the school that have been using a digital portfolio called FreshGrade.

They feel that this is changing the way students learn and communicate their learning.

Digital portfolios allow students to upload their

work for their parents and teachers to see. It's easy for parents to access through email or on any mobile device.

Students can post a picture, a video, or just a comment! Teachers provide specific feedback on student work and the student can add a comment or reflection. Parents can see the teachers' grades and comments on their child's project. Parents can comment on their child's work

and give them feedback at any time. It is a great way for students, teachers and parents to communicate about learning!

Using a digital portfolio has helped Luke, Quinn, and Tiffany. Quinn said "FreshGrade helped me to share my work easily so my parents know what I'm doing. It's really easy to access for me."

"I would strongly recommend digital portfolios to anyone. I love being able to post anything for my parents to see so I don't have to bring everything home to show them," said Tiffany. "Teachers can take videos of your presentations and what you're working on, so I would definitely tell people to try it. I loved that my parents and teachers could look at my work and add feedback," commented Luke.

These Gr. 6 students from Bankhead Elementary

School are just some students that have used digital portfolios.

There are many schools in the District that are using various digital portfolio platforms to support student learning. Tiffany, Quinn and Luke recommend you try one out!



The Past and Present Supporting the Future

Mackenzie Pruden, Gr. 9, Glenrosa Middle School

THE PAST. In the past, there were always problems with Indigenous people being excluded. I talked to Terena Hunt, who studied Aboriginal History, and she told me there was not nearly enough Aboriginal culture recognition.

Back then, people didn't feel that they could make it known that they were Aboriginal for fear of the negative stigma. Even twenty years ago, when residential schools finally became non-existent, there was no one to help kids learn about their culture or to keep kids believing that there are things to learn about where they are truly from.

THE PRESENT. Today, people are doing their best to help Indigenous students as much as they can. There are so many opportunities for them, like our Aboriginal Advocates helping students every step of their journey throughout their school years.

I know, in my experience, we have had many activities in the school to learn about Indigenous culture. Most importantly, the new curriculum now offers Indigenous components in the classrooms. This spreads



Lana Donaldson (GMS Aboriginal Advocate), Mackenzie Pruden, and Carrie Briglio (GMS Aboriginal Advocate) look to the future of education.

awareness and includes everyone.

THE FUTURE. In the future, I hope that all kids know their Indigenous backgrounds. I hope they know their culture and have learned to be proud of it. I not only hope this, but I know that if we come together and keep doing everything we can do to help, we WILL succeed at this goal.

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NOW I CAN...



Carmi Smid
Gr. 5, Shannon Lake Elementary School

In my class, my teacher makes us think for ourselves instead of telling us the answers. We do a lot of group work. Now I am better at listening to others and accepting their ideas.
I have learned that when we work together, we are better.

GROWTH MINDSET

Omkar Barkdale, Gr. 9, Rutland Secondary School

As a grade 9 student, I know that all students learn differently. We all have different learning styles ranging from kinesthetic to visual. Teachers are shifting from the traditional methods to teaching students by incorporating technology into the classroom. Teachers have also given students more of a choice in how they learn and the pace they learn at.

One teacher who is a great example

of this is Mr. Rafie Relova. He is a computer teacher at Rutland Secondary School and has fully embraced the changes in learning with his grade 9 classes. During Mr. Relova's classes, his guidelines are based around the learning targets and the rest requires your own creativity.

During one of his classes, some of us felt we didn't have any good ideas and thought our ideas were too different, but Mr. Relova ac-

cepted the ideas and encouraged them. Getting a higher mark in that class is based on your curiosity and need to understand how to improve.

Another example of changes in learning at schools across the District is demonstrated by Mr. Allen McNabb, my Grade 9 math teacher. When I talk to people who graduated already, some say it used to be a lot more test-based and assignments or paperwork. The teaching Mr.

McNabb does has shown how students can grow by themselves. In his class, there are a lot more ways to demonstrate your learning than just tests.

He will still give all the tests and quizzes but he also lets you show how you understand so you don't spend time repeating the units that you understand.

Once during math, when I finished my test, I was given the challenge of putting a fork on a meter



Rutland Senior Secondary Gr. 9 student Omkar Barkdale works together with teacher Rafie Relova.

stick's end and balancing it in the middle on two fingers. Then he taught me the science and math behind the trick. All in all, the work that has gone into making the teaching system better and more student-focused has been really appreciated by a lot of students around the District, myself included.

All middle school students in Central Okanagan Public Schools participate in a year-end Presentation of Learning (POL). The POL is an integral part of a student's learning experience. Although a student's POL experience is a little different at each school, all students have an opportunity to reflect on how they have grown as a thinker, innovator, collaborator, contributor, and learner.



Harleen Uppal, Gr. 7, is looking forward to delivering her second Presentation of Learning at Rutland Middle School.

My First Presentation of Learning

Rob Aviani, Vice-Principal, Rutland Middle School

At Rutland Middle School, a Presentation of Learning (POL) requires students to present their year's learning to a small audience of students, parents, and staff. Students are encouraged to craft their POL in a way that includes academic content as well as the students' growth as described by the core competencies. This past June, Harleen Uppal delivered her first POL as a grade 6 student.

"When I first heard about POLs, I was really nervous to do it. I thought that it would be a lot of work, and my POL would not be very good. I also was nervous about speaking to an audience" said Harleen. "Once the process got started, everything got easier and easier. Writing about the artifacts that represented my learning came really easy to me."

"It's really important to talk about how you are a collaborator, innovator, and contributor" added Harleen. "These are the things that are most important about school."

A New Path Ahead at Constable Neil Bruce Middle School – Presentations of Learning

Kyla Babcock, Vice-Principal, Constable Neil Bruce Middle School

This year, students at Constable Neil Bruce Middle School (CNB) will create their own Presentations of Learning (POL).

These POLs serve many functions and correspond to British Columbia's revised curriculum and the Core Competencies.

Our goal at CNB is to support and empower students to create POLs that reflect their learning, improve and provide opportunities to practice their communication skills, and challenge them to think critically about their learning.

The POLs consist of students communicating their personal and academic growth over the year, highlighting pieces of work as evidence of that growth through a medium of their choice.

Students present to an audience of peers, adults and/or family members.



Constable Neil Bruce Middle School student Jaxon Mouillierat shares his learning through his Presentation of Learning to an interested audience.

At CNB, we believe that when students become meaningfully engaged in their learning, they gain a better understanding of how they learn, how to communicate their learning, and how to self-assess and clarify additional learning needs, leading to the ultimate goal of improving student achievement.



Talking about Bugs with the Kelowna Rotary Club

Raelyn Larment, Vice-Principal, École KLO Middle School

At École KLO Middle School, we believe in the power of learning and the value in presenting our ideas and our reflections.

Sarah Hisdal and her presentation on the nutritional value of insects is a great example of this. Sarah had the opportunity to showcase her learning and creative thinking to the Kelowna Rotary Club.

Sarah used humor, insight and practical research to reflect and increase her learning.

Through this process, Sarah gained confidence in presenting, she reinforced her own learning and she won a cash prize of one hundred and twenty-five dollars.

Presentations of Learning at KLO provide a valuable platform for students to reflect and present on their learning.



Sarah Hisdal, Gr. 9, shares her learning about the nutritional value of insects with the Kelowna Rotary Club.

Sharing Our Learning

Hamish Macdonald & Tor Broughton, French Immersion Grade 8, École Dr. Knox Middle School

Presentations of Learning (POLs) are a culmination of learning from throughout the school year, or more simply known as a demonstration of learning.

Last year, we believe our teachers did a wonderful job of combining our Socials, Languages, Math and Science subjects together to create our POLs. The Social Studies aspect was very prominent, and we believe that truly benefited the project, as it gave the project a topic to focus on, rather than being a poorly executed culmination of subjects.

They all tied together quite nicely, with the Math and Science side complementing the Languages perspective, and likewise.

We both found it quite interesting to look into these ancient civilizations and explore their culture, mathematics and scientific discoveries compared to our modern world. While it is certain that all of these subjects impacted our learning, we learned many more important things from it as well, like acceptance, and a much more profound interest in our world. Studying about our histories as a world was impactful on many parts; being more aware of different cultures and how they have evolved throughout time has been eye-opening, and it has given us a much greater appreciation for where and who we are now. Certainly, one of the most significant improvements of this new curriculum is student choice.



Scenes from the 2018 Presentation of Learning Days at École Dr. Knox Middle School

Deagan Kelly
Gr. 1, Springvalley Elementary School

Now that I am in grade 1, I am learning to be more creative at the building table and I can read words in a book. My goal for grade 1 is to read for 25 minutes.

GROWTH MINDSET

Critical Challenges

Thomas Gruenenwald, Vice-Principal, Springvalley Middle School

While middle school students have long used Presentations of Learning (POLs) in place of final exams, Springvalley Middle School (SMS) grades 6 and 7 students have had the opportunity to demonstrate their learning, skills and growth in the core competencies in a different way.

Teams of students have been taking on Critical Challenges (CC), using the Attributes of a Learner to design, build, and demonstrate machines and gadgets to solve problems they have identified themselves, or those that their teaching teams have posed.

Jenna likes the CC model because, "It makes it more interesting when you're in a group; you don't have to be told what to do from teachers, so you have an idea in your group to find



Gr. 7 students Jenna Frenette and Taylor DeGroot discuss the opportunities in Critical Challenges

out what and how you're going to present."

Taylor adds that "there was a lot of freedom there; you could really get creative with it and collaborate and make it your own. We wanted to be creative and innovative and teach people something. The first level had Morse code in it."

Taylor feels, "It helps you get more creative in places where you didn't think you were."

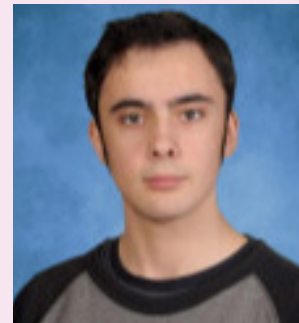
Jenna and Taylor's advice for new grade 6 students: "be creative with it, have fun, see what works. Go in with a creative mindset and with new people you haven't worked with before."

An Experienced Perspective on Presentations of Learning

Ashton Kleidon, Grade 9, Glenrosa Middle School

At Glenrosa Middle School, a Presentation of Learning (POL) requires students to present their year's learning to a small audience of peers and staff, and parents as well if they decide to join.

Students are urged to craft their POL in a way that incorporates academic content as well as the students' growth as represented by the core competencies. This past June, Ashton Kleidon delivered his second POL as a grade 8 student.



Ashton Kleidon provides valuable insight on his Presentation of Learning experience

"Although in past years I was confident of my ability, this year's POL proved to be a challenge. I focused

on my writing, yet I lacked the required artifacts" said Ashton.

"However, when the project began, I worked steadily and produced the best piece of writing I had ever written. It defined my creative thinking capabilities and gave me newfound confidence moving forward."

"It's crucial to discuss your abilities, as a collaborator, innovator, and contributor, whether academic or personal" added Ashton. "These vital opportunities define your future, as they have done for me."

Community Partnerships and Student Art

Warren Sookocheff, Teacher, École Casorso Elementary School

Mr. Sookocheff's Grade 1 and 2 class at École Casorso Elementary School has their art displayed on the 2nd floor of the new downtown Kelowna Community Health Centre.

These self-portraits were made on the first day of school and are all about taking risks, trusting in one's self, being free, and exploring artistic creativity.

Mr. Sookocheff taught his students that mistakes are part of the artistic process and that making something beautiful requires taking risks, reflection, and planning. To encourage the young artists to trust themselves, Mr. Sookocheff had them use black oil pastel for their first outline. That meant no erasing – and the results are wonderful!

Mr. Sookocheff's class is so excited to share their work with the public. The spirited colour in their drawings makes them an uplifting and positive contribution to the Community Health Centre.



École Casorso Elementary School Gr. 2 student Rowan Jackson was very proud when he went with his Mom to the new Kelowna Community Health Centre and saw his artwork displayed for everyone to see

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NOW I CAN...



Anahi Virdi
Kindergarten,
Pearson Road
Elementary School

Before I came to Kindergarten, I didn't know what a number sentence was. Now I can put tally marks into a number sentence and I know how to count to find the answer.

GROWTH MINDSET

Redesigned Curriculum at the Secondary Level

Darryl Smith, Vice Principal, George Elliot Secondary School

This year, BC's redesigned curriculum begins its implementation at the grade 10 level with grade 11 and 12 to follow. While many things have and will change as a result, some things have not; Grades 10 to 12 will still be the foundation of the BC Graduation Program and graduation itself will still be an important achievement as students transition from high school to whatever path they plan to follow afterwards. The redesigned curriculum is a response to the understanding that the world our children are moving towards and will live in is very different than the world that existed even as recently as the turn of the century.



GESS Students Participating in the Redesigned Curriculum

Advancements in technology are happening so fast that it is difficult to keep up. We do know that some of our children will be working in jobs that do not exist today and that all of them need a skill set that will allow them to grow and learn and change with the world around them.

For teachers, the new model is broken down into three areas: Content - what students are ex-

pected to know, Competencies - what students are expected to do, and Big Ideas - what students are expected to understand.

"Applying core competencies to the big ideas facilitates student reflection on their own learning which significantly increases their personal understanding."

Teachers have the freedom to combine these three elements to personalize learning for every student.

"This flexibility allows students to dig further into the connections they make, to di-

rect their own learning and to make meaning in both a personally responsive and co-created way."

The new model was based on several needs: the flexibility to innovate, to focus on higher order learning, to address competencies, to integrate Aboriginal ways of knowing and learning, to support individual subject specialization, and cross-curricular learning.

"There is now time to connect theoretical or mathematical understanding to the physical understanding of real-world applications so that students can

demonstrate their understanding in a variety of ways."

For students, the core competencies of Creative and Critical Thinking, Communication and Personal and Social Awareness and Responsibility will connect their learning and understanding across their classes and beyond school. Students will be expected to reflect and be able to report on their own learning through the lenses of the competencies.

"My reflections put everything in order and help me to realize how my prior knowledge through questioning and predicting connects to my learning and to the competencies to help me understand better."

Despite the changes, literacy and numeracy foundations are still the fundamentals on which everything is built.

Every student will be required to write both a literacy and numeracy test before they graduate.

The goal is for every student to be able to move towards their chosen future and to ensure they have the knowledge and skills to succeed when they get there.

BC Graduation Literacy Exam

Michelle Erickson, Teacher, George Elliot Secondary School

The new BC Graduation Literacy Exam is designed to be an important supplementary component to a well-developed, classroom-based assessment scheme.

It is meant to accompany feedback, one-on-one conferencing and student-developed peer/self-assessments as a comprehensive tool to showcase student literacy skills across all disciplines.

The Literacy Exam will allow students the opportunity to develop their skills in making claims, collecting and assessing evidence, and writing to communicate findings.

These are skills that are directly linked to the BC redesigned curriculum core competencies and are embedded in student learning K through 12.

They have been identified as being crucial when considering 21st Century literacy.

The BC Graduation Literacy Exam is an example of the many ways in which the redesigned curriculum and assessment framework will support BC's students for the future.

The Graduation Numeracy Assessment

Steven MacKenzie, Teacher, George Elliot Secondary School

The Graduation Numeracy Assessment is a new provincial assessment and a graduation requirement for all students graduating after June 30, 2018. The Graduation Numeracy Assessment is not tied to a specific math course. Rather, it assesses a student's numeracy skills developed over the course of their education.

The assessment is focused primarily on five strands of mathematics taken from elements of the Kindergarten to Grade 9 mathematics curriculum, with some selected Grade

	Emerging	Developing	Proficient	Extending
Proficiency Scale	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning

10 concepts. These strands include number sense, patterns, geometry and measurement, data and probability, and financial literacy.

Grade 9/10 topics may include operations with rational numbers, linear relations, spatial proportional reasoning, statistics in society, experimental probability (simulations), and

financial literacy (simple budgets, transactions and gross and net pay).

Students will take the assessment during their graduation years (Grades 10 - 12), and schools will determine scheduling.

Students may rewrite the Graduation Numeracy Assessment to improve their profi-

ciency score up to two times. Their best level achieved will be counted as their final result.

Results will be reported using the proficiency scale.

Students will access results and a personalized performance report through the Student Transcripts Service.

The Graduation Numeracy Assessment typically requires two hours to complete; however, students may use an additional hour if they require the extra time.

At this time, graduation requirements are only that the student complete the assessment to their ability.

Central Okanagan Public Schools Partners with Junior Achievement BC



Left to right, École KLO Students Cole Wiebe, Bryson Carlyle, Dylan George, and Jacob Miller

Vianne Kintzinger, Assistant Superintendent

The new Career Education curriculum provides students with the opportunity to make connections between what they learn in school and the local and global communities. Central Okanagan Public Schools have partnered with JABC (Junior

Achievement British Columbia) for the past 20 years, running 7 of their programs to over 54,000 of our grades 5 - 10 students. Programs offered to our students include:

More than Money (Gr. 4 - 5)

- Students use games and multimedia to learn about managing money

Our Business World (Gr. 5 - 6)

- Students learn about the opportunities and challenges of entrepreneurship in Canada

A Business of Our Own (Gr. 6 - 8)

- Students learn to build their own business

Dollars with Sense (Gr. 7 - 9)

- Students learn about money management skills

Economics for Success (Gr. 8 - 10)

- Students plan an education and career path and gain a stronger

sense of who they are and how to use their strengths to succeed in the future.

JA is the world's largest not-for-profit organization dedicated to educating young people about business and inspiring youth to succeed in an ever-changing global economy.

Through JA, our schools partner with professionals from the local community to explore career and financial literacy topics. Our teachers work alongside community members to provide mentorship opportunities to our students.

Central Okanagan Public Schools' partnership with JA has allowed students to have several touch points from within and outside of their school community to help explore work readiness, financial literacy and entrepreneurship.



RECOGNITIONS

Celebrating our Students and Staff!

Here is a sampling of our students and staff who have been recently recognized for their outstanding accomplishments.

Prime Minister's Awards for Teaching Excellence in STEM (Science, Technology, Engineering and Mathematics)

Constable Neil Bruce Middle School Teacher Dan Massey was the recipient of the 2018 Certificate of Achievement from the Prime Minister's Awards for Teaching Excellence in STEM (Science, Technology, Engineering and Mathematics).



The Teaching Excellence in STEM Awards honour outstanding Science, Technology, Engineering, and Mathematics teachers who help develop the culture of innovation that Canada needs today and in the future. Mr. Massey has provided unwavering support and encouragement to his students over the span of his career.

2018 Premier's Award for Indigenous Youth Excellence in Sport



Renay Willier is a grade 10 student at Mount Boucherie Secondary School who is a recipient of the 2018 Premier's Award for Indigenous Youth Excellence in Sport.

Renay started to play baseball at the age of six and by the age of thirteen she was playing competitively.

She is the only Canadian who participated in the Triple Crown World Series in San Diego in July 2018. Currently, she has a contract with the U16 Vancouver Patriot team, which makes her the only Canadian player in her age group with a full-time contract to play at the highest level of fast pitch.

In addition to her outstanding athletic achievements, Renay is able to balance her

school work and attend all sport tournaments while maintaining high academic and work ethic standards.

Renay is grateful to her Dad for driving her to all her tournaments and helping her train. She also appreciates her sister who is a great support to her. Renay's message to all students is "with a positive attitude, strong effort and an open mind, EVERYTHING is possible".

2018 BC Retired Teacher's Association Golden Star Award Winner

South Rutland Elementary School Teacher Suzan Miles and her students were selected as one of the Golden Star Award winners of 2018 from the B.C. Retired Teachers' Association Excellence in Public Education Committee for their Student-Senior Program "Sun Pointe Senior Buddies".



In selecting the recipients, the Committee looked for applications that particularly developed rich and transforming relationships between students and seniors in their communities.

Premier's Awards for Excellence in Education Finalists

Rutland Middle School Teacher Carmen McDowell was a finalist in the Outstanding New Teacher category, and Mount Boucherie Secondary School Teacher Heather McIntosh was a finalist in the Technology and Innovation Award category. These



awards honour the efforts of those who go above and beyond to make life better for students in British Columbia. Pictured in the photo from left to right are Lieutenant Governor Jane Austin, Heather McIntosh, Superintendent of Schools/CEO Kevin Kaardal, Carmen McDowell, and Rob Fleming, Education Minister.

Excellence in Teaching Award

Vision Resource Teacher Lynn Langille was the recipient of an Excellence in Teaching Award for her dedication in supporting students with varying degrees of vision. Thirteen years ago, Ms. Langille also founded the Children's Low Vision Project where she, along with a team of doctors and educators, travel around B.C. six times a year, providing low vision assessment and giving free optical aids to school-aged children.



Mount Boucherie Secondary School Rugby Player Achievements

Mount Boucherie Secondary School students achieved rugby-playing success with Taylor Herron receiving an invitation to play for Team BC, and Jordan Brown and Simon Paul receiving invitations to play for Team Canada.



Tanner Donaldson
Gr. 9, Glenrosa Middle School

Glenrosa Middle School provides me with many opportunities for my education and my future. One of my strengths as a learner is being goal-oriented. My first goal is to reach a 4.0 GPA. This will not only make me feel good but will allow me a better chance at university to become the best dentist ever! My second goal is to be part of the Aboriginal Leadership at Mount Boucherie Secondary School. My culture is a big part of who I am and I want to use it to empower others and to do good around me.

GROWTH MINDSET

BC School Sports (BCSS) Honour Award

North Glenmore Elementary School Vice-Principal Jill Voros received the BC School Sports (BCSS) Honour Award which recognizes outstanding coaches who have given their time to serve beyond the playing field.



BC Hockey 100th Anniversary Tour

Adrian Zuyderduyn, Vice Principal, Black Mountain Elementary School

On October 18th, BC Hockey visited Black Mountain Elementary School as part of its province-wide tour celebrating 100 years of amateur hockey in British Columbia.

In tandem with the World Junior Hockey Championship Organizing Committee, BC Hockey is traveling from town to town as a lead-up to the World Junior Championship in Vancouver this year.

Calling it the "Road to the World Juniors Tour", BC Hockey is working hard to continue to grow the game of hockey at the grassroots level by encouraging par-



Mascot Celly Strikes a Pose with the Kindergarten Students

participation and increasing community spirit for our beloved national pastime. Black Mountain Elementary School students were excited to experience the tour first-hand. With our gym set up with large banners and a floorball demonstration area, the BC Hockey visitors invited our students to learn more about am-

ateur hockey and helped some of the students learn some new skills. They even gifted us with a whole set of floorball equipment for our school!

A documentary crew was also on hand to take footage of the experience for its upcoming documentary for the "Road to the World Juniors Tour". All in all, it was a fantastic experience for our students and a wonderful way to showcase this great game. 100 years ago, hockey was exciting and new.

Well, that was then, and this is now; hockey is still what we're known for, so here's to another exciting 100 years!

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District Student Council

Logan Braun, George Elliot Secondary School, and Keneisha Charles, Rutland Senior Secondary School, District Student Council Co-Presidents

District Student Council (DSC) is represented by all the secondary schools in the District.

The goal of the Council is to provide a student voice to the District and to increase the unity between schools.

From day one of this year, we have been hard at work representing District committees, organizing fundraisers, painting rainbow sidewalks, and spreading general school pride within our communities. One item on our agenda has been a District-wide Instagram page @districtstudentcouncil, run by the DSC.

We made this to showcase all of the brilliance within Central Okanagan Public Schools and to promote contributors. As Co-Presidents, we strive to make every voice heard in this school district; to include every opinion and not just our own.



Central Okanagan Parent Advisory Council

Sarah Shakespeare, COPAC President

Parent groups have been active in BC public schools for nearly 100 years! Parent Advisory Councils (PACs) were officially started in the late 1980's and District PACs were formed in 2002. The Central Okanagan Parent Advisory Council (COPAC) is committed to having representatives attend all School Board and District Meetings to ensure that parents have a voice in the School District.

We continue to form good relationships with the PACs in Central Okanagan Public Schools, so that we are able to have a personal insight into what parents would like to see regarding their school communities. Our goal is to make the school years a great experience for both the parents and the children equally. Each school has a COPAC Representative who is part of the PAC Executive Team.

These dedicated parents attend the monthly COPAC meeting that is held at Hollywood Road Education Services.

Central Okanagan Teachers' Association



Susan Bauhart, President, Central Okanagan Teachers' Association (COTA)

The Central Okanagan Teachers' Association (COTA) has a rich history of working for the rights of teachers and students in

promoting public education.

THEN: COTA advocated for working conditions for teachers.

NOW: COTA advocates not only for their own working conditions, but also for

teaching and learning conditions on behalf of students.

The COTA, as a member of the BCTF, will continue to act on behalf of its members in the public education system.

CUPE Local 3523



David Tether, President, On behalf of CUPE Local 3523

In 1963, CUPE Local 523 began, which included CUPE members from all of the Okanagan Valley. Due to the number of

CUPE members working for School District No. 23, Local 3523 was formed in 1995 to meet and support the needs of a large membership.

To date, CUPE Local 3523 services over 1500 members and continues to work collaboratively with teach-

ing staff and management at all levels. We are proud of the accomplishments from our members who work hard to help ensure success for all.



Central Okanagan Principals and Vice-Principals Association



Scott Sieben, President, Central Okanagan Principals and Vice-Principals Association

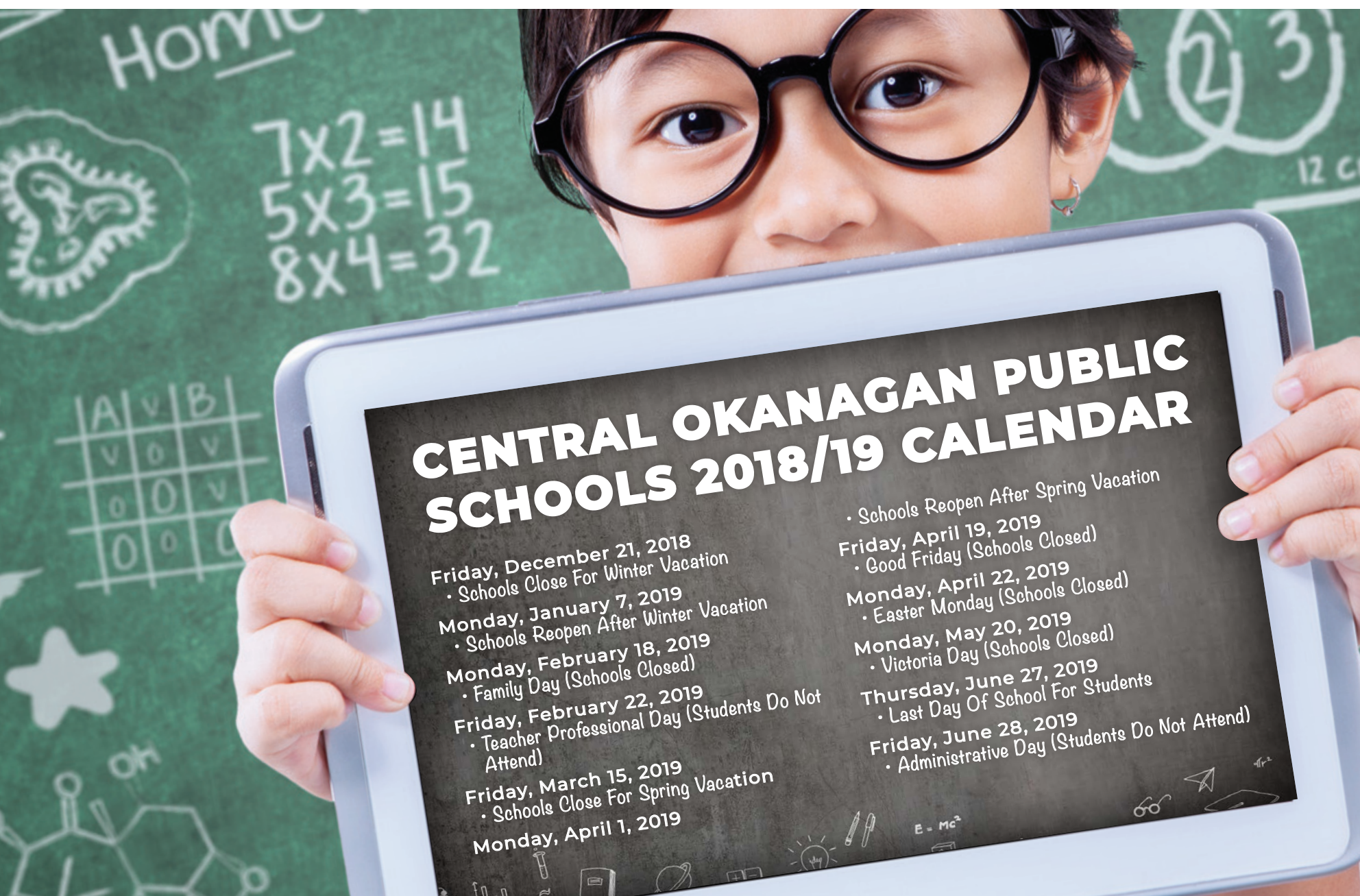
When we think of public school education, 'Then and Now', we have to realize that the education system that many of us went through was developed for success in the age of the Industrial Revolution.

Nowadays, students and their background experiences have changed, so our educational system must change as well. BC's re-designed curriculum enables teachers to personalize the learning for

their students, and the three R's have been replaced by the four C's (Critical Thinking, Creativity, Communication, and Collaboration).

Through all of the educational changes, Principals and Vice-Principals have continued to be school-based leaders and lifelong learners themselves, supporting, guiding, and redesigning the learning of all of the learners in our school communities.

Together, we are preparing our students for an unpredictable future that may involve multiple careers and opportunities.



CENTRAL OKANAGAN PUBLIC SCHOOLS 2018/19 CALENDAR

Friday, December 21, 2018
• Schools Close For Winter Vacation

Monday, January 7, 2019
• Schools Reopen After Winter Vacation

Monday, February 18, 2019
• Family Day (Schools Closed)

Friday, February 22, 2019
• Teacher Professional Day (Students Do Not Attend)

Friday, March 15, 2019
• Schools Close For Spring Vacation

Monday, April 1, 2019

• Schools Reopen After Spring Vacation
Friday, April 19, 2019
• Good Friday (Schools Closed)

Monday, April 22, 2019
• Easter Monday (Schools Closed)

Monday, May 20, 2019
• Victoria Day (Schools Closed)

Thursday, June 27, 2019
• Last Day Of School For Students

Friday, June 28, 2019
• Administrative Day (Students Do Not Attend)

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Jocelyn Morlock *My Name is Amanda Todd*
Ferdinand David *Trombone Concertino*
Leif Jack *Symphony No. 1 (4th movement)*
John Williams *Star Wars*

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