



## Waverley Elementary

Principal Report to PAC (Laura Rhead- [lrhead@vsb.bc.ca](mailto:lrhead@vsb.bc.ca))

February 11, 2019

### Calendar Highlights:

Happy Lunar New Year! We loved having a traditional lion dance at school on Red and Gold Day, last week! Students are engaging with dance teachers, instructors from Arts Umbrella, UBC reading week volunteers, Indigenous performers and parent volunteers.

We are grateful for over 40 hand-knitted scarves and toques from a group of 'Telus ambassadors' which are keeping many students warm! We also appreciate the work of the Chan Centre staff, who hosted our entire school at UBC last week for a special fieldtrip. There are many wonderful things happening... just come by and take a look! Did you see all those papier mache pigs? Did you hear the compositions, digitally created by the grade 6/7 students in Div. 2? Every class is a new adventure! WOW.

For all the calendar highlights and info, check the Waverley hallway chartstand and TV, or visit our website: <https://www.vsb.bc.ca/schools/waverley/Pages/default.aspx>

### Upcoming:

- This week: Zumba for Strongstart program and our kindergartens, bringing our young school community together!
- This week: Nurse Asifa visits various intermediate classes for health science studies as part of the regular curriculum
- Happy Valentine's Day on Thursday <3
- Professional Day – this FRIDAY, FEB 15<sup>th</sup>- no school for students; teachers and support staff will be at workshops about 'communicating student learning'
- Family Day HOLIDAY—next MONDAY, FEB 18<sup>th</sup>- school is closed
- UBC Reading Week – 40 student volunteers come to join the Waverley team for a variety of engaging lessons and activities!
- Superscience and afterschool programs continue...
- Pink shirts have been ordered... the Day of Pink will be on Feb. 27<sup>th</sup>- assembly and dance times tba!

### **We continue to work on our school goals:**

- 1) How can we best examine and assess the Social Emotional Learning of our students? What tools are required to implement a social emotional learning focus at our school? How does 'engagement' connect to SEL? And,
- 2) Our Indigenous Cultural Enhancement Goal is to increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all students; to value, celebrate and respect all forms of diversity.

We work towards these goals daily, but discuss them specifically at staff meetings both informal and formal, so we can continue to put students at the centre of all the decisions we make, including the activities we choose, the funding we request, etc.

## Communicating Student Learning

### **About the Core Competencies and Communicating Student Learning**

No letter grades? Well, sometimes you can't count/grade some of the most important things about learning—the Core Competencies (thinking, communication, personal/social awareness) <https://curriculum.gov.bc.ca/competencies> so we now have to look at reporting in new ways too. Author and educator, Yong Zhao, <http://zhaolearning.com/>, notes that we must count what really counts, and that student success and well-being depends on that.

More than half our school has moved to the "Communicating Student Learning" (CSL) model of reporting. In this format, formal 'report cards' only happen in January and June. Intermediate students do not receive letter grades, but instead, specific feedback and opportunities for self-reflection. Students and parents receive ongoing information about learning and formative assessment, throughout the two terms, instead of only on the report card. This can be done

through meetings, email, phone calls, conferences, portfolio sharing, etc. On the two formal reports, students receive standing in each curricular area (language arts, math, science, ADST, etc) in the following categories:

- Beginning
  - Developing
  - Applying
  - Extending
- 
- **Emerging/Beginning – “I’m just getting started.” “I learn best with help.”**  
起步階段 --- 「我剛開始理解。」 「我需要在別人的幫忙下學習。」
  - **•Developing – “I’m getting there” “I am beginning to do more and more on my own.”**  
發展階段 --- 「我懂得一些了。」 「我越來越可以獨立做多一些。」
  - **•Applying/Proficient– “I get it.” “I can do it on my own.”**  
應用階段 --- 「我懂了。」 「我可以完全自己做了。」
  - **•Extending – “I get it and go beyond what is expected of me.” “I can teach it to a friend.”**  
超越階段 --- 「我懂了, 而且超越了老師的期望。」 「我可以教我的朋友。」  
(from Margaret Moo, VSB multicultural liaison)

Teachers guide students to use online reflection and portfolio tools like FreshGrade <https://www.freshgrade.com/parents/> and SeeSaw, <https://web.seesaw.me/> to share their goals, learning, representations and areas for growth during the two terms.

Students, Parents and Teachers are all part of the CSL design. Just like how a stool balances on three legs, we cannot have student success without all three components working together. The world is changing, and so must we. Evidence-based research shows that students engage with their learning more when they reflect on it and see themselves as constantly learning, growing and changing. One test or one unit of study is not finite and therefore we no longer wish to report on learning in such a summative and limited way. As parents, you should have ongoing information about your child’s learning, and educators want you to feel involved in your child’s progress. Your role is important to us!

We are excited to see that over the last year, many students have stopped asking “What did I get?” (referring to a grade or mark) and instead have started asking “Did I get better? What can I learn next?” and other questions that help us know they are starting to see themselves as continuous learners. How thrilling, to be so engaged as a learner!

The change in BC reporting is more deeply, a change in thinking about what we value in education. BC public schools still teach and assess the basics for literacy, numeracy and content area curricular development, but we as educators now realize the value of directly teaching about and assessing, social emotional skills and content, too. This paradigm shift will take years and a great deal of professional development. Waverley is in year 2 of implementation. In 2019-2020, we hope to have all classrooms working with a CSL lens, on the two-term timeline.

Would you like more information about CSL? You might like this VSB website for teachers, about how we write the new reports: <http://go.vsb.bc.ca/schools/lrm/Pages/default.aspx> or maybe to follow Ms. Rhead, or VSB or other teachers on twitter: #vsblearns @lrmrhead. Please talk with your child’s teacher or email the administration at [lrhead@vsb.bc.ca](mailto:lrhead@vsb.bc.ca) if you would like to ask any questions.

On our school website, <https://www.vsb.bc.ca/schools/waverley/Teaching-and-Learning/Assessment-and-Reporting/Pages/default.aspx>, you’ll find the basics about Waverley reporting, and soon you will have a more formal opportunity to visit our school and engage in student-led conferences to hear about your child’s growth, in person. We hope to see you then, on March 6 & 7!



Please read your child's reports and in some cases, weekly online reflections. Discuss their learning with them and help them to be resilient, goal-oriented learners! It takes parent, child and teacher working together to truly communicate about student learning.

Take a look at our Redesigned BC Curriculum online. <https://curriculum.gov.bc.ca/>

Questions? Send them to [lrhead@vsb.bc.ca](mailto:lrhead@vsb.bc.ca) so we can start to create a 'frequently asked question' page for Waverley parents. When you're engaged, your child is too! Thank you to the PAC executive for suggesting we discuss the important topic of CSL again here. Perhaps we will have annual discussions on this topic.

See you in the hallways,

Ms. Laura Rhead  
(principal)

**End of report. Feb. 11/19**