



Middle Years Exploration and Collaboration

Leadership Presentation

February 15th, 2024

Scott Belshaw

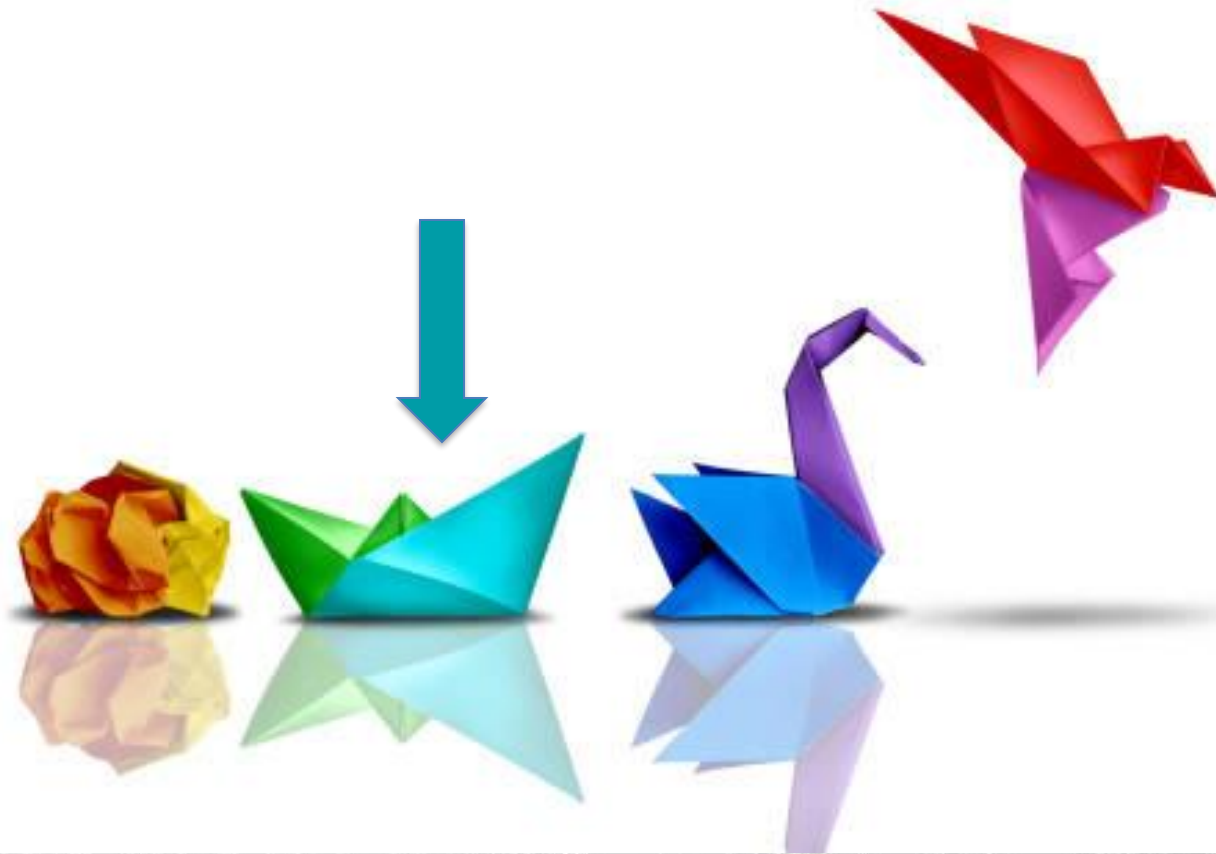
Land Acknowledgment



I would like to gratefully acknowledge we are here today to learn together on the unceded, traditional territory of the Okanagan-Syilx.

My commitment to the 94 Calls to Action for Truth and Reconciliation is to continue to learn and share best practices on teaching culturally responsive curriculum and building student capacity for intercultural understanding, empathy and mutual respect

The Middle Years Exploration and Collaboration Journey



Middle Years Rationale



- MOECC emphasis on Middle Years
- Provincial and local data
- Local satisfaction surveys results
- Academic reviews – street data



Middle Years 2022-2023 with Dr. Leyton Schnellert



Themes:

Identity and Diversity and Building from Student Strengths
(Personalization)

Student Agency – voice and choice

Differentiated Assessment and/or Responsive Teaching

Building Cross-class/division and Cross-school Community

Middle Years Exploration and Collaboration 2023-2026

Our Process' Goals:

Improve Middle Years success and transition secondary school

Support Student Wellness and Improve Voice and Choice

Improve Literacy and Numeracy

Close the Achievement Gap



Middle Years Exploration and Collaboration 2023-2026



My Other Goals:

- Teacher agency
- Be responsive to student, teacher and school needs (personalize)
- Generate a collaborative forum and actionable plans
- build understanding for MY, collective efficacy and build culture

Middle Years Collaboration and Exploration

Year 1 – Exploration and Building

What you will see:

- Exploration of middle years pedagogy that leads to middle years student success and support the transition from elementary to secondary school experiences.
- Collaboration, goal setting, reflection, sharing and celebrating as we implement **ACTIONABLE PLANS.**
- Teacher agency and collective efficacy
- The generation of stronger relationships between teachers within the family of schools to encourage conversation, planning and interacting outside of our designated time together.
- 4 half days of release per teacher plus regular check ins and “what’s next” with Scott

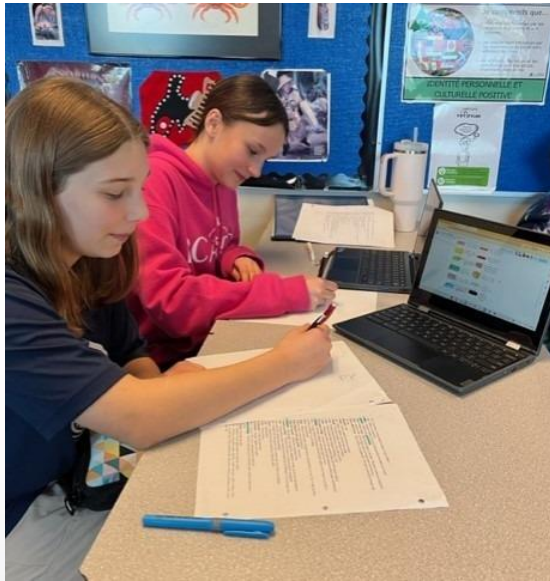


Middle Years Collaboration and Exploration

Year 2 – Growing and Going Deeper (still planning the process)

What you will probably see:

- Continued exploration and a deeper understanding of middle years pedagogy and philosophy
- Reflection, goal setting, visiting strategic goals yet to be addressed.
- Supports for structural innovation and systemic changes or barriers from Year 1
- Principals and Vice Principals continuing to value, celebrate, highlight successes, share stories, problem solve with their schools' teachers
- Beginning to/continuing to build a Middle Years culture
- A gradual release of responsibility – to the teachers and schools
- 2-3 half days of release??? (Negotiating) and semi-regular check ins with Scott



Middle Years Collaboration and Exploration

Year 3 – Sustainability and Culture (still planning the process)

What you may see:

- Even more release of responsibility
- Learning Coordinators support the Middle Years Collaboration and Exploration within their families of schools?
- Revisit our goals and see which we still need to address and continue to move forward
- Check ins, staff meetings, curriculum meetings, department meetings



Middle Years Collaboration and Exploration

What are our Measurables?

- Satisfaction Survey– Grade 8
- Satisfaction Surveys – Grades 7 & 10
- Attendance Data from Grades 6-10
- MDI and YDI
- Street Data – Interviews and meetings with students, teachers, admin
- Literacy and Numeracy Summary Data
- Provincial Assessment Data - FSAs/ GLA 10/GNA



Middle Years Collaboration and Exploration

Session 1 - September



- Introduce the goals and purpose
- Brain development in adolescence
- Strategic Plan
- Delve into school data to gather information to find a starting place
 - MDI
 - Student Learning Surveys
 - FESL Surveys
 - Attendance
 - Literacy and Numeracy
- Choose opportunities for exploration and collaboration
- Voice and Choice for teachers- plan to try something new , take risks
- Set goals for the next time

Middle Years Collaboration and Exploration

Session 2 – End of October & Early November

- Revisit Goals and share out successes and stretches

- Agency in planning and collaboration - continue with or create new goals

Challenge for moving forward (spend time outside the realm of SEL -What's Next!)

- Build cross school relationships for Elementary schools

- Build cross context area or language group relationships in Secondary Schools

- Set goals for the next meeting



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Session 3 - January



- Bring Elementary/Secondary teachers together
- Share challenges and successes and what they tried in their classrooms/schools
- Build community – mix up the groups and teams for discussions
- Talk about and think about transition between schools - 3 prompts
 - Successes
 - Stretches
 - Radical Dreaming – What is the ideal transition model?
- Plan, collaborate and set goals for next meeting



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Session 4 - April

- Elementary/Secondary relationships and build community
- Share out what we are trying , successes and challenges
- Revisit our big collective goals – what have we worked on, what has worked and how do we address other goals?
- Cross School Activities brainstorming and planning
- Plan and collaborate, set goals for the rest of the year and beyond
- How do we sustain this beyond this year and what supports do you think you would need? Sustainability, continued growth?



Middle Years Collaboration and Exploration

Half-Way Through Year 1

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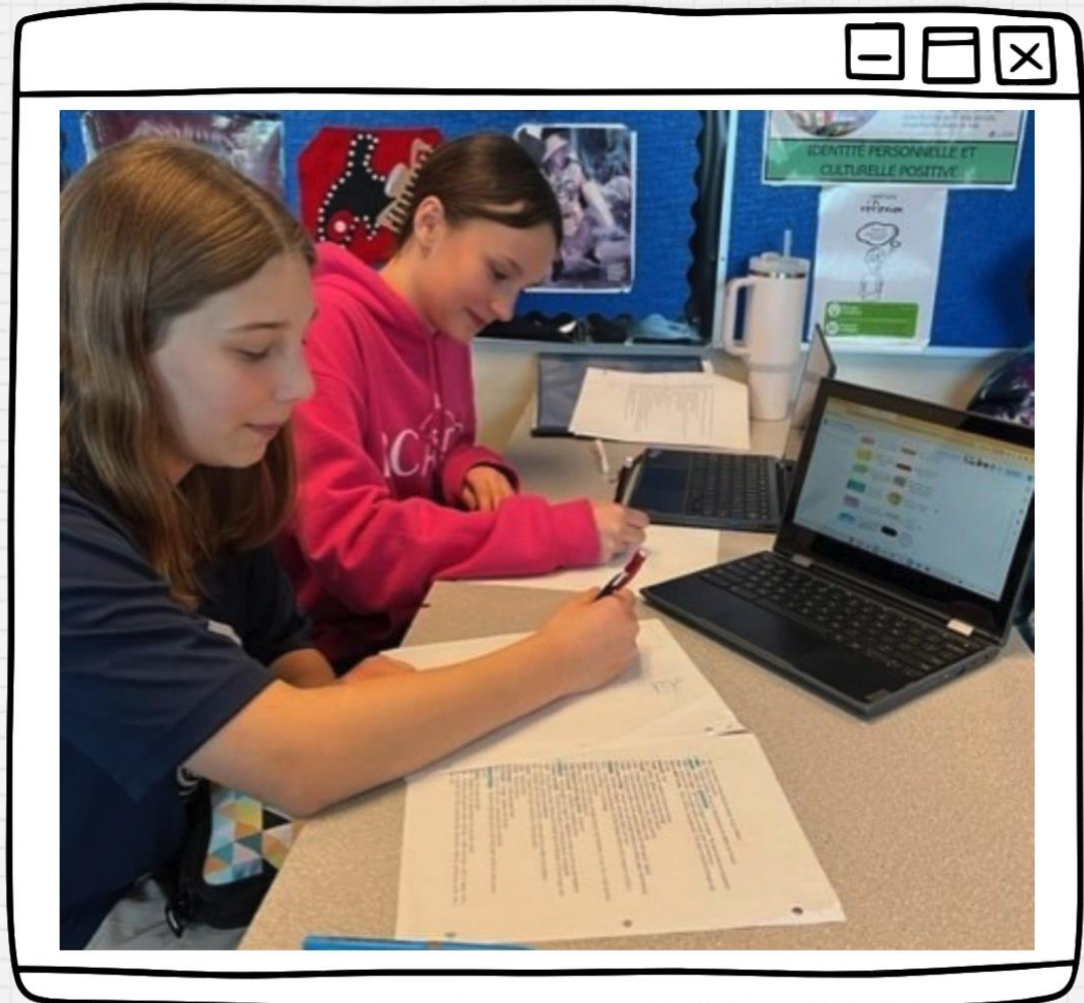
MIDDLE YEARS

✧ ✧

Exploration and
Collaboration

lll

✧



Middle Years Collaboration and Exploration

Half-way Through Year 1

Elizabeth



Kyle



Other Stories and
Experiences?

&

VIA Character Strengths and
Laura

Middle Years Collaboration and Exploration

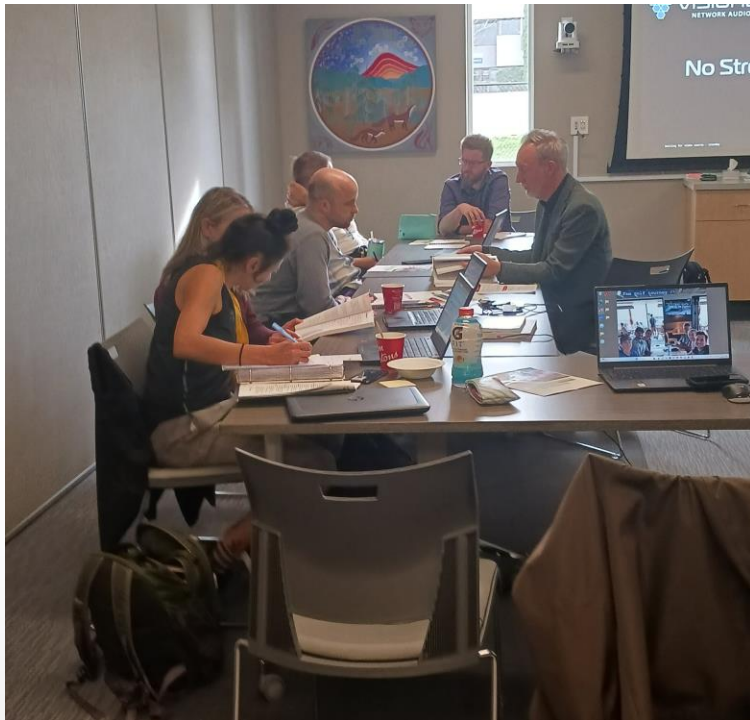
Seaton Family of Schools Session 1 – 21 teachers



- Seaton
 - Diverse needs in the Classroom, Building routines, advisory activities
- Harwood
 - Leadership and Personal Awareness, Social Responsibility
- Alexis Park
 - Independence and Responsibility, self-advocating, ownership
- Beairsto
 - Setting classroom routines, Personal Awareness and responsibility
 - Speak more French

Middle Years Collaboration and Exploration

Seaton Family of Schools Session 2



- Seaton
 - Curricular Competencies, Personal Awareness and Social Responsibility, Communication
- Harwood
 - Anti-Racism, Personal Awareness, Social Responsibility, Ownership
- Alexis Park
 - Independence, Curricular Competency Connections
- Beirsto
 - Personal Awareness and Responsibility, Numeracy Competencies, Metacognition and Connections
 - Speak more French

Middle Years Collaboration and Exploration

Fulton Family of Schools Session 1 – 22 teachers



- Fulton
 - Building Routines, Community Building, Well Being, Organization
- Ellison
 - Character Strengths, Identity, Building Cross Class Connections
- Mission Hill
 - Numeracy, Inclusivity and Diverse Needs
- Okanagan Landing
 - Identity and Personal Awareness (Respect and Inclusivity), Interest and Hands on Experiences

Middle Years Collaboration and Exploration

Fulton Family of Schools Session 2

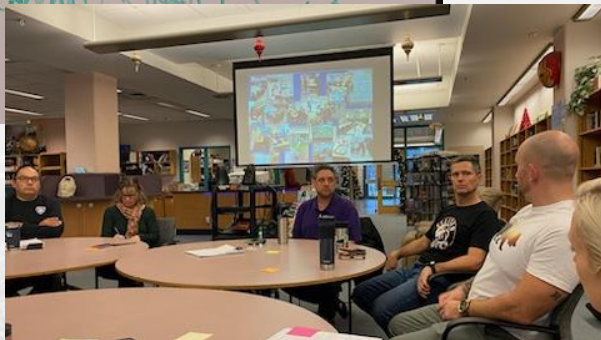
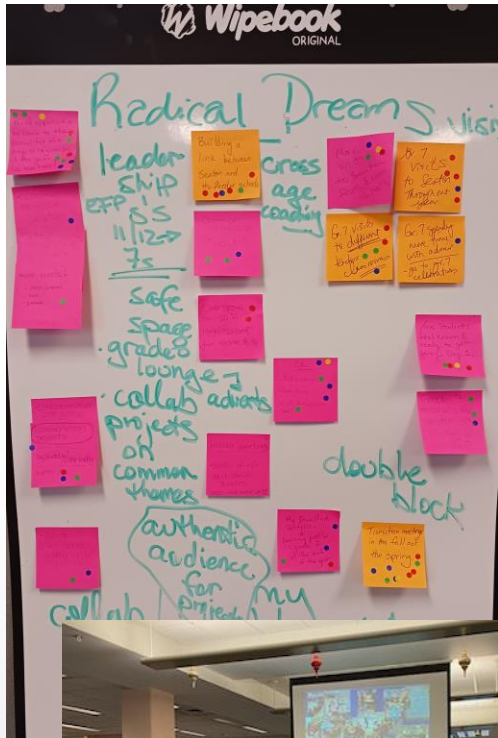


- Fulton
 - Community Building, Well Being, Organization, Communication, Voice and Choice, Curricular Competencies
- Ellison
 - Character Strengths, Identity, Building Cross Class Connections, Advisory
- Mission Hill
 - Numeracy, Character Strengths, Cultural Inquiry
- Okanagan Landing
 - Respect and Inclusivity, Community Building, Voice and Choice, Inquiry

Middle Years Collaboration and Exploration

Seaton and Fulton Family of Schools Session 3

(Grade 7-8 Transition Discussions)



Learner Strengths:

- Confidence in class,
- sharing, communicating needs
- advocating for themselves

Learner Stretches:

- Self-Regulation
- Organization, independence
- Personal awareness and social responsibility

Radical Dreaming:

- More opportunities for Grade 7s to get to Secondary school
- Similar routines, build relationships between teachers in family of schools
- Safe space for new grade 8s
- Leadership opportunities for grade 8s

#1 – Have a transition meeting in the fall with the classroom teachers.

Middle Years Collaboration and Exploration

Seaton Family of Schools Session 4

Cross School Activities Building Connections:

Harwood and Seaton
Action Research/ Inquiry

Alexis Park and Seaton
Entrepreneur pitches to grade 7s

Student Inquiry

French Speaking Benchmarks

*potential cross school bigger activities
(need to involve other teachers)



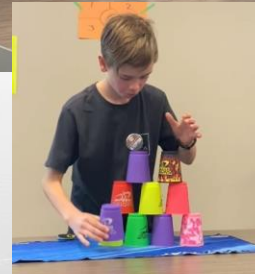
My Reflections – So Far

- Teachers appreciate the time and space to plan and collaborate and build relationships
- Teacher agency was crucial to driving interest and commitment
- Goals for the next meeting are essential. Without, it is more difficult to check in and ask what's next
- Uncertainty of layoffs and roles for next year – navigating a larger focus vs individual (and it is both) – trying to make the process valuable for everyone
- Need to mix up the days of the week because secondary teachers missed the same blocks over and over
- Still a little bit of a reluctance to reach out to each other – I need to foster the relationships even more – getting better!
- Teachers at Elementary schools knowing what is going on at the Secondary schools (capstone presentations for instance)
- Patience... I need patience

Middle Years Day - Belonging, Community, Connections

May 7th, 2024

- 4 Students and 1 teacher from each of the school participating in Year 1 will be invited
- 5 Students and 6 teachers/admin planning a day of activities around our theme
- Students will build connections, express, have fun
- Teachers will poll, share, talk, interact, gather information, experience the activities



Seaton Update

- Linear academics in C&D blocks to avoid conflict with academics
- Linear Science/Math and linear English/Socials
- FI Linear Science/Math and linear FRAL/Socials
- Linear PE that alternates with elective rotation
- Weekly FLEX time ('TEA time') in academics to work on competency reflections, goal setting, character strengths, student wellness, etc.
- Discretionary staffing (2 blocks) to plan and coordinate FLEX activities
- Common prep for teachers

Questions?



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