

**EDUCATION COMMITTEE
PUBLIC MEETING AGENDA**

DATE: WEDNESDAY, APRIL 21, 2021

LOCATION: REMOTE MEETING VIA ZOOM

<https://sd38.zoom.us/j/64415803805>

Passcode: 611054

Members of the public may submit questions pertaining to specific agenda items by emailing: boardmeeting@sd38.bc.ca. Please indicate the specific agenda item referenced in the question.

TIME: 6:00 PM

The Richmond Board of Education acknowledges and thanks the First Peoples of the hən̓q̓əmiñəm (hun-ki-meen-um) language group on whose traditional and unceded territories we teach, learn and live.

- 1. ADOPT AGENDA**
- 2. APPROVE MINUTES**
Attachment: Public minutes from meeting held February 17, 2021.
- 3. COLLABORATION TIME**
- 4. SUB-COMMITTEE REPORTS**
- 5. NEXT MEETING DATE - WEDNESDAY, MAY 19, 2021 at 6:00 PM**
- 6. ADJOURNMENT**

Report to the Education Committee (Richmond) PUBLIC

DATE: April 21, 2021

FROM: Lynn Archer, Assistant Superintendent

SUBJECT: Secondary Collaboration Time 2020-2021

The following report to the Education Committee is for information only. No further action on the part of the Board is required at this time.

Introduction

The purpose of this report is to provide background and information for the Education Committee and ultimately the Board of Education about collaboration time in our secondary schools during the 2020-21 school year.

Secondary Collaboration Time

Secondary schools in Richmond have been engaged in collaboration time for a number of years, and is now an established practice in all ten secondary schools. Collaboration time is intended to provide time for educators to come together to focus on how to enhance student learning and their professional practice.

The 2020-21 school year has been significantly different in our secondary schools because of the COVID-19 Pandemic. Our schools altered their instructional organization and times to address necessary health and safety measures. They also had to adjust when collaboration time would occur. In most schools this year, collaboration time occurred prior to students arriving at school in the first part of the day when teachers also had preparation time. Because the dedicated time for collaboration has been different and the needs of schools have been different, the collaboration time report for 2020-21 is a brief summary of what schools have focused on this year, actions they have taken, and considerations for future directions.

As the school district looks ahead to the 2021-22 school year, it is evident that schools value collaboration time. How collaboration time will take place in the future will depend on the nature of secondary schools' learning organizational structures.

School Name	Topics/Focus Areas	Actions	Reflections/Next Steps
Boyd Secondary	<ul style="list-style-type: none"> • MYP BQC and training (BQC = Building Quality Curriculum) • Assessment Discussions 	<ul style="list-style-type: none"> • Several staff getting MYP training • All BQC unit overviews submitted for upcoming review • Training for use in MYP proficiency scales 	<ul style="list-style-type: none"> • Continued refinement of MYP unit plans (BQC check) • Continued reflection and discussion of assessment practices – eg: MYP proficiency scales
Burnett Secondary	<ul style="list-style-type: none"> • Book Clubs • Supporting Learning Through Technology • Supporting and Extending ACCESS Inclusion 	<ul style="list-style-type: none"> • Many teachers across departments participated in discussions on books such as <i>The Body Keeps the Score</i> – coordinated with our school focus on Trauma Informed Schools; <i>White Fragility</i> – addressing issues inside and beyond our school community; and Reading with our Readers – a study group on reading new, current texts to be used in various Grade 8 and 9 classes. • Partnership between Learning Resource Staff, Library Staff and classroom teachers, looking at Smart Tech to create instructional videos for distributed learning and provide home support for students. Math Department looking at how to use iPads to improve instruction and support struggling learners • Staff including Learning Resource, EAs and classroom teachers worked to create more meaningful inclusion of students enrolled in our ACCESS Program. For example: Positivity Week where students and staff worked together to create small gifts and messages of encouragement to be shared with the school community and a Mini-Unit on 	<ul style="list-style-type: none"> • Teachers have expressed an interest to continue this powerful way of learning together next year • Exploration will continue to inform professional development in the school to the benefit of student learning and school culture • Staff continue to explore the meaningful integration of multiple forms of technology into student learning, communicating student learning and classroom pedagogy • School is looking to improve technological capacity for both staff and student use • Extend to inform practice and school culture in coming years • Look for curricular and core competency opportunities to teach and model diversity and inclusive practice

	<ul style="list-style-type: none"> • Learning Maps and Learning Statements • Intramurals 	<p>Tennis for Active Living. The role and voice of our ACCESS students is present and impactful.</p> <ul style="list-style-type: none"> • Various teachers in different departments worked together on redesigning units around learning statements and proficiency scales to improve communicating learning with students and with parents. • PE staff worked on how to address the need for healthy activity during the school day and safe ways to have students interact through an intramural program run at lunch. Staff noticed the lack of connectedness within our Grade 8 and 9 students and developed a program to support getting our students active and connected through sports. 	<ul style="list-style-type: none"> • Continue, reflect and extend into other learning and professional development opportunities aligned with BC's redesigned curriculum and assessment framework. • Reflect, review and extend into PHE healthy living inquiry. Very powerful and will continue and extend opportunities next year • All aspects will continue next year with reflection and extension to inform practice and school culture in coming years
Cambie Secondary	<ul style="list-style-type: none"> • Open house presentation (members of departments came together to collaborate on how they were going to show case our school and our departments on a virtual platform). • Academic Integrity Committee – create a framework for our school • UBC teacher candidate workshops on scheduling, pedagogy, and planning 	<ul style="list-style-type: none"> • Cambie's virtual open house presentation has been created and shared with our community. • Our Academic Integrity Committee developed a framework to be shared with staff. • Organizing workshops for UBC teacher candidates on topics such as assessment, work life balance, portal use, MyEd, descriptive feedback etc. 	<ul style="list-style-type: none"> • Cambie's virtual open house presentation has been a way to highlight and celebrate our school with our school community. • Continue exploring use of technology to help facilitate and enhance student learning • Academic Integrity Committee continuing to prepare framework to share with staff. Plans to survey and monitor progress, Sept 2021 - 2024 • UBC Teacher Candidate workshops (virtual) facilitated by Cambie staff

	<ul style="list-style-type: none"> • School based team meetings • Life skills planning and independent programming • Using learning maps • Graduation numeracy assessment (GNA) planning • Pathways 9 visioning and follow up • Planning for courses under a compressed timeline • PHE revise dance unit • Using the portal for compressed timeline in the quarter system 	<ul style="list-style-type: none"> • School Based Team – strategies and interventions discussed and being implemented • Writing, reflecting, and refining leaning maps used in many departments. • Units reviewed after each quarter in many departments 	<p>to enhance learning about different aspects of teaching and learning.</p> <ul style="list-style-type: none"> • Continue refining learning maps as they are used with students • Quarter system provided opportunity to revamp units and courses after each quarter. • Collaboration time provides time to reflect and develop plans of action
MacNeill Secondary	<ul style="list-style-type: none"> • Students social, emotional, and intellectual engagement • School community during COVID 	<ul style="list-style-type: none"> • Sharing observations about learning during COVID • Develop physically distanced school-wide activities based on students’ suggestions • Develop presentations on managing stress, anxiety, and expectations • Co-planning cross-curricular lessons to enhance student engagement 	<ul style="list-style-type: none"> • Will review information from student focus group discussions to plan how to improve support for students’ social emotional needs, academic needs, and mental health needs
McMath Secondary	<ul style="list-style-type: none"> • 2020 Provincial Election – Student Vote • Grad Literacy 12 Assessment (GLA) pilot and review • Integration of First Nations in Math 9 	<ul style="list-style-type: none"> • SS/En/FI/Library – Coordinate and reference lessons for teaching gov’t and electoral process. Implementation of school-wide student vote (8-12) • Jr & Sr En/SS teachers/Admin reviewed assessment and provided feedback. Piloted in 2 En 12 classes; student feedback • Incorporate First Nations into the Math 9 Curriculum; develop and implement an assignment 	<ul style="list-style-type: none"> • N/A • Review feedback and changes from Ministry assessment report and determine skills needed; disseminate information as received • Continue working on integrating and

	<p>Curriculum (working with MacNeill)</p> <ul style="list-style-type: none"> • Review of old Physics 11 and 12 labs • Focus on mental health and opportunities to incorporate SEL into classrooms • Discussed collaboration between Social Justice and Drama to look at theatre for social action • Discuss literary analysis course material in Gr 11 • Course content for Acting 11 Directing Scriptwriting • Learning Environments (Outdoor classroom) 	<p>relating Salish Weaving with Linear Relations.</p> <ul style="list-style-type: none"> • How to incorporate technology (Force Probes and Photogates); revamp to accommodate the upgraded technology • Discussed sessions for Pro-D and Lunch and Learn to bring material to the staff; exploring how teachers address SE needs of students in long classes, student activities to connect / build resiliency / cope; how to share innovations and how activities are helping teachers. SEL 10 Day Challenge to build resiliency • Potential activities and projects • How to assess authentically and equitable with other Gr 11 classes • Projects that could be incorporated into other courses (English specifically) • Explore: how the outdoor classroom promotes interconnection across areas of learning, builds community, provides deeper learning, and promotes changes in perspective; how more hands-on exploration of the outdoor world / learning outside enriches place-based learning and Indigenous principles of learning. Teachers building an outdoor classroom which means new garden plots and an Indigenous garden. 	<p>implementation in future years.</p> <ul style="list-style-type: none"> • On-going process; seeing improved results and understanding by the students • On-going application of activities for remaining year and potential continuation of Quarter system. Working on how to continue SEL in non-COVID times • On-going. Possibility of new course in 2022 • On-going. Further discussion 2021/22 • On-going • On-going. Continuation planned for 2021/22
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	<ul style="list-style-type: none"> • Pre-Calculus 11; Foundations 11; Math 8 • Streamline Gr 12 course like Anatomy & Physiology 12 into the quarter system • Collaboration to write up “meet the teacher” emails to parents for the first two quarters; learn MS teams • Additional Multiple dept. and cross-department collaboration on Quarter system 	<ul style="list-style-type: none"> • Sequence of curriculum with the quarter system, assessment (address final exam and retests), learning standards to assist continuity of student learning to Pre-Calculus 12. Foundations 11/Math 8 planning activities and lessons for support teacher to assist teachers • Paring down the course into essential learning standards of the curriculum, and adding more skill based activities into lessons; ECG monitors to incorporate into the Cardiovascular Unit; practical experience for students to monitor and measure heart rate, electrical signals • How to use MS teams most effectively in classes? • Review of key curricular competencies and adaptation of material and projects to fit Quarter system 	<ul style="list-style-type: none"> • On-going as needed Q4 and Sept 2021 • On-going • On-going • On-going - Department specific. Action depends on future timetable structure
McNair Secondary	<ul style="list-style-type: none"> • Collaboration time did not occur this year due to busing scheduling challenges. 		
McRoberts Secondary	<ul style="list-style-type: none"> • How to best support our LGBTQ+ students, and school-based Rainbow Clubs in the current context • Collaborated on possible PE units and how to assess students • Remote collaboration with staff from other schools regarding 	<ul style="list-style-type: none"> • Developing Competency based Learning Maps for Students in Grades 8-12 • Meeting with resource team members to discuss support plan for Q3 students • Met to discuss and formulate a COVID specific policy for the department • Fine Arts department planned how to share program Q&As with 	<ul style="list-style-type: none"> • Working with staff from other schools about possible shared collaboration days and times • Creating comprehensive structure and guidance for sharing of ideas and products of collaboration, as well as processes undertaken

	<p>integration of vinyl cutting into tech curriculum using the Comprehensible Input approach and strategies in our courses in Modern Language instruction</p>	<p>students to learn about different programs the fine arts offers</p>	
Palmer Secondary	<ul style="list-style-type: none"> • Teaching and learning in a quarter system • Focus on students' social and emotional learning and how to address this school-wide 	<ul style="list-style-type: none"> • Staff have been working in small groups to develop practices and skills that promote and support students in these challenging new times • Coffee and Collaboration TEAMS meetings during collaboration time where staff engage in topics such as, yearlong preps, long blocks, quarter system, formative assessment, and SEL • Started an Equity and Diversity Committee to look at the what, where, how, and why of how things are done at Palmer to ensure Equity for All • "10 Days of Kindness" to connect with students, socially, emotionally, and equitably 	<ul style="list-style-type: none"> • As we learn more about the organization and direction for next year, staff will transition to planning and collaborating for the year ahead • Collaboration time this year has been advantageous as it allowed teachers time to connect, share thoughts, questions, concerns, best practice, and support during transformational time • Reflections are starting to solidify into values and hopes for improving student learning engagement • Continue collaborating, learning, and working with Equity and Inclusion and Re-Imagining Secondary group at Palmer to sustain and build on what we have learned through our collective COVID experiences
Richmond Secondary	<ul style="list-style-type: none"> • Core competencies • Assessment practices • Mental health • Health and safety practices • Curriculum planning 	<ul style="list-style-type: none"> • Connect learning experiences to Core Competencies • Understanding mental health for students and staff • Re-imagine annual events and projects to comply with health and safety guidelines 	<ul style="list-style-type: none"> • Collaboration time was valuable for staff to adjust to educational changes this year • Next year collaboration time will be important for

	<ul style="list-style-type: none"> Equity and Social Justice 	<ul style="list-style-type: none"> Planning for learning on the quarter system Scope and sequence of course material Incorporating Indigenous perspective and Black History into learning experiences 	<ul style="list-style-type: none"> adjusting to semester system Hope for aligned time structures to enhance collaboration time within and among schools Hope for increased opportunities for collaboration
Steveston London Secondary	<ul style="list-style-type: none"> Adapting teaching practices to the quarter system Student wellbeing and connectedness Using technology 	<ul style="list-style-type: none"> Attending to what is working and what needs to be adjusted to support learners Learning how to connect students meaningfully and adjust practice through the lens of health and wellness Examine best practices with technology and learning how to use Microsoft Teams 	<ul style="list-style-type: none"> Share info and themes at Pro D in May Discuss common themes at staff meeting and gauge the interest in common themes for future collab sessions or committees Conduct a year end survey to collect information about future Collab directions Future directions for collaboration time will be responsive to what next year holds and will continue to focus on areas such as student wellbeing and connectedness

Conclusion

All of our secondary schools engaged in a great deal of collaboration and learning together this year in order to continue providing safe, caring, and quality learning experiences for students. The examples in this report pertain specifically to a time designated in our schools for Collaboration Time. It is important to know that our educators value collaborative inquiry and working together to make a difference for student learning whether it is in a specific time called Collaboration Time or if is meeting together at other times of the day and year. The 2020-21 school year has provided everyone with many challenges and opportunities which we will reflect upon and use to continue providing strong and positive learning experiences for all our students and staff.

Respectfully submitted,
Lynn Archer
 Assistant Superintendent