



Date of Meeting: 2019 March, 5

Item #: 5 . 0

REPORT TO:	<input type="checkbox"/> Administrative Council	<input checked="" type="checkbox"/> Program and School Services Advisory Committee
	<input type="checkbox"/> Policy Working Committee	<input type="checkbox"/> Planning and Priorities Advisory Committee
	<input type="checkbox"/> Board	<input type="checkbox"/> Other:
	<input checked="" type="checkbox"/> PUBLIC	<input type="checkbox"/> IN-CAMERA
TITLE OF REPORT:	Rethink Secondary Learning Overview	
PRESENTED BY:	Don Macpherson, Superintendent of Student Achievement	
PRESENTED FOR:	<input type="checkbox"/> Approval	<input checked="" type="checkbox"/> Information <input type="checkbox"/> Advice
Recommendation(s):	None at this time.	
Purpose:	That the Program and School Services Advisory Committee receive the report for two purposes; to provide background information on the Rethink Secondary Learning Initiative for Trustees new to their position and to update Trustees previously introduced to the program.	
Content:	Rethink Secondary Learning is in the second year of implementation following two years of research, consultation and planning. The program continues to be a major driver of learning in our secondary schools. Elements of the work are at various stages of implementation. Rethink Secondary Learning spans several program areas and is supported by the work of school superintendents and the principals, within the school improvement planning process.	
Cost/Savings:	No specific costs at this time, however the 2019 budget development discussions will have a significant impact on components of the program.	
Timeline:	March 5, 2019, Program and School Services Advisory Committee.	
Communications:		
Appendices:	Rethink Presentation – Slide Deck	

Strategic Priority Area(s):

Relationships:

- ☐ Students, families and staff are welcomed, respected and valued as partners.
- ☐ Promote and build connections to foster mutually respectful communication among students, families, staff and the broader community.
- ☒ Create opportunities for collaboration and partnerships.

Equity and Diversity:

- ☒ Create opportunities for equitable access to programs and services for students.
- ☐ Students and all partners feel heard, valued and supported.
- ☒ Programs and services embrace the culture and diversity of students and all partners.

Achievement and Well-Being:

- ☒ More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy.
- ☒ Staff will demonstrate excellence in instructional practices.
- ☒ Enhance the safety and well-being of students and staff.

Form Revised October 2018

We build each student's tomorrow, every day

RETHINK SECONDARY LEARNING



#TVDSB_Rethink

Teaching and Learning

Through our consultations with stakeholders, and grounded in broadly supported research, we believe in teaching and learning that:

- ✓ **Promotes curiosity, questioning and creativity** over memorization and rote learning;
- ✓ **Fosters engagement and autonomy** over compliance and reliance;
- ✓ **Provides adaptive and flexible classroom experiences** over fixed assignments and tasks;
- ✓ **Emphasizes collaboration** over solitary learning experiences;
- ✓ **Differentiates for inclusion** over organizing for efficiency;
- ✓ **Focuses on big ideas and concepts** over specific expectations;
- ✓ **Values ongoing descriptive feedback** over marks, categories and reports;
- ✓ **Inspires integrated, interdisciplinary learning experiences** over single-subject approaches; and
- ✓ **Encourages inquiry-based learning connected to real-world settings** over lessons in isolation.



Teaching and Learning

It is understood that professional learning opportunities will be required to support capacity building in the areas of: inquiry, integrated curriculum, differentiation, and assessment (particularly formative) in all subjects and programs. It will be equally necessary to consult and collaborate widely with educators and school leaders on actioning school organizational structures and instructional practices that will best serve current and future teaching and learning needs.



Today's Program Opportunities

Curriculum:

Instruction will be learner centred and will emphasize project based learning. It will be responsive, flexible and may require changes to organization needs (eg. instructional day, scheduling, staffing).

Specialized Programs:

A variety of specialized programs and courses will be established on a regional basis, which can include course bundling, inter-disciplinary studies, and focused programming as defined by the Ministry of Education (e.g. French Immersion, International Certificate Program).

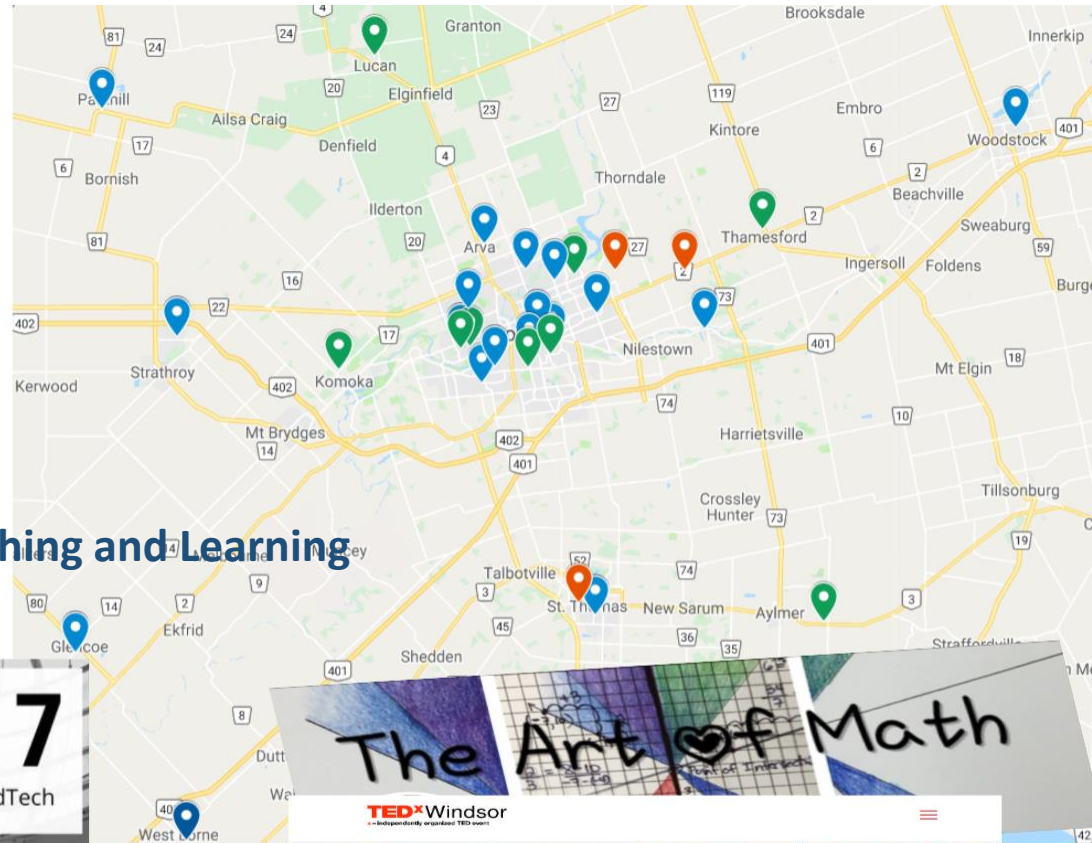
30 schools
45 teams
115+ teachers
1900+ students
Grades 1-12

AVIATION



STEAM SCHOOL
SCIENCE • TECHNOLOGY • ENGINEERING • ART • MATH

Teaching and Learning





Today's Program Opportunities

Student Services and Supports:

All secondary schools will provide Guidance and Career Planning, Transitional Supports and Student Success Programs.

Special Education and System Supports:

All secondary schools will provide a range of Special Education services and supports to meet the needs of individualized learners. Access to uniquely specialized programs may be provided on a regional basis. All students will have personalized and precise programming to meet their individualized needs as required.

Program Pathways:

Improve the access to all program pathways in each school

Culture *for* Learning (p.16)

A culture *for* learning is required for a culture *of* learning.

Thames Valley community is actively engaged in an on-going process of understanding culture *for* learning and its impact.





Culture For Learning

Inclusive Design

Culturally Relevant and Responsive Teaching

Mentally Healthy Schools

LGBT2Q+ Affirmative Spaces

Implications of Poverty

Safe Schools 101

Chill Rooms

Supports for First Nations Students

- *Hiring of Graduation Coaches – Ministry Funded*
- *Board Action Plan has been developed in consultation with each of the communities*
- *School based champion teams – gathering student voice*
- *Experiential learning and language linked to coop credits delivered at the N' Amerind Friendship Centre*

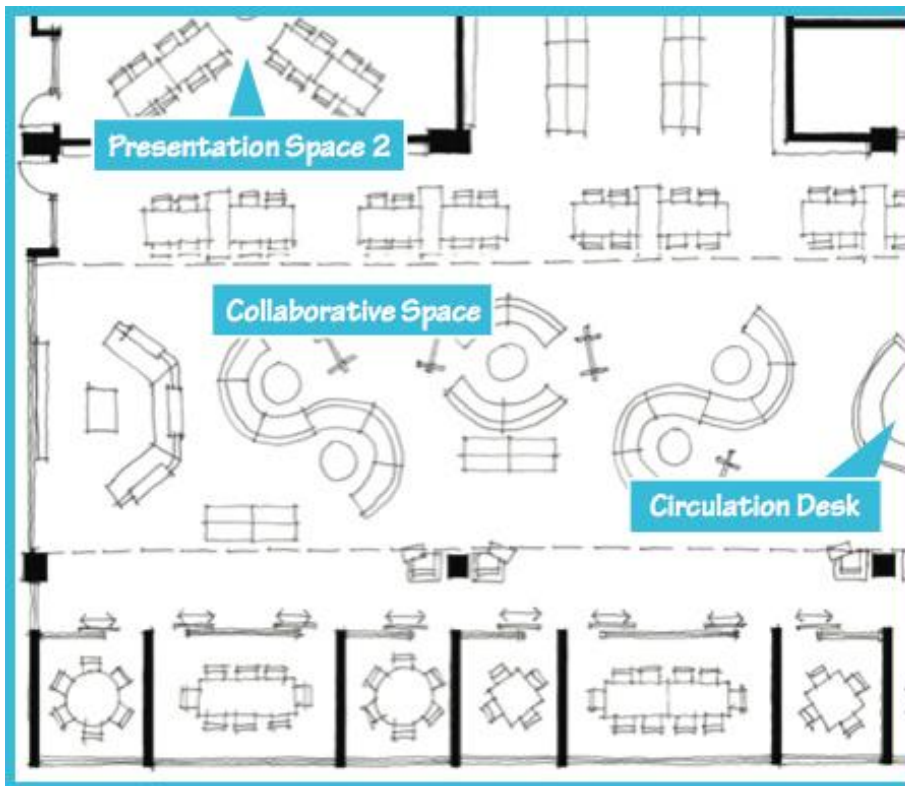
Learning in a Digital World

Supporting Technology **Equity**:

- ✓ 1:1 Chromebook Pilot
- ✓ 7 schools grade 9 and 10, adding grade 11
- ✓ Perceptual Data Report (Fall 2018)
- ✓ Engaging with the technology fundamentally changes practice

Physical Environment (p.24)

Our students have asked for spaces that support much more experiential learning that incorporates technology.



- Library Learning Commons – Renewal
- Saunders Secondary Complete 2018
- Huron Park and Parkside in the Design Phase
- Expressions of Interest

Physical Environment (p.24)

Program and Building Consolidation

It is imperative that robust program opportunities in service of student learning and well-being drive the additional elements of the secondary school experience

(e.g., curriculum, instruction, organization, system supports and facilities).

Physical Environment (p.24)

Program and Building Consolidation

Program Planning

- Creating regional access to specialized programs

Program Consolidation

- Where needed to support robust program offerings
- Ministry Moratorium

Global Competencies (p.28)

Preparing our students to participate fully in the world demands that we nurture and develop Global Competencies that will support students to reach their full potential.





Global Competencies

- *6 Global Competency Facilitators working regionally*
- *Critical thinking and problem solving*
- *Innovation, creativity and entrepreneurship*
- *Learning to learn / self aware, self directed learning*
- *Collaboration*
- *Communication*
- *Global Citizenship*

Designing for Tomorrow



Questions?

