

# Learn Continuums

## Design Principle 1

Leverage the capabilities of students and the community to make a positive impact on the lives of students, staff, parents and our world.

Leverage the Capabilities				
Student ideas, interests, questions and concerns drive learning design.	Students listen, answer questions and follow directions.	Students influence the learning experience through discussion of the big question at the heart of the learning.	Students contribute to formulating the questions that drive learning and to designing individual learning pathways that align with their passions and interests.	Students engage in learning that is personally meaningful, aligned with their passions and interests and of value to their community.
Students collaborate with one another to build individual and collective understanding.	Students engage in group work based on the teacher's determination of the student's needs, strengths, and talents.	Students are consulted on what collaborations will best support their learning before the teacher assigns collaborations.	Students contribute to the design of effective collaborations that reflect diversity of opinions, experience and backgrounds.	Students effectively collaborate with peers and community experts to advance and deepen learning.
Teachers				
Students benefit from co-teaching and collaborative teacher practice.	Student learning experiences are built on curriculum guides and commercial products.	Student learning experiences are informed by the support and feedback their teacher sought from other teachers.	Student learning and assessments are designed collaboratively by multiple teachers.	Learning experiences are the result of teacher collaboration across the division and the globe, resulting in better student learning, increased teacher effectiveness and advancement of the profession.
Parents				
Students see opportunities to engage parents in learning.	Students inform parents of what they did in school and see parents at their school for scheduled interviews.	Students see friendly interactions between parents and teachers and non-threatening two-way communication regarding their learning.	Students see a wide variety of parents welcomed as classroom volunteers, parent council members, and community experts.	Student learning is supported by their parents. This support includes reflecting on their learning over time, celebrating growth and setting goals.
Community				
Student learning is set in a community context.	Community experts support student learning, either in person or online.	Students regularly host community members at learning exhibitions and showcases.	Teacher and students collaborate with community experts to design learning experiences.	Learning takes place in real-world community contexts with rich interaction between community experts and learners
Student learning is informed by collaboration with community service professionals.	Students work with teachers and parents to identify learning strengths and challenges and to design learning to address these needs.	Students still experiencing barriers to learning are referred to learning supports staff or community service professionals. Community service professionals the student may see outside the school referral process do not inform learning design.	Coordinated information from the student, parents, teacher, learning supports staff, and community professionals identifies student strengths and learning need, and informs learning design.	Students have voice and choice in designing their learning with teachers and parents and other relevant learning and community service professionals.

## Design Principle 2

Engage in purposeful work designed to build foundational skills and competencies through projects that foster deep understanding.

Purposeful work				
The work students undertake is worthy of their time and attention, personally relevant, and deeply connected to the world in which they live.	Students work towards compliance of what is expected of them.	Students are motivated by extrinsic rewards such as grades and recognition from teachers, parents and peers.	Students demonstrate strength in connecting learning to what matters to them and to their world.	Students own their work and are intrinsically motivated. Their learning has personal meaning, matters to the world, and advances their interests and passions.
Students acquire fundamental literacy and numeracy skills and are able to apply these skills to solving real world problems.	Students receive direct instruction and practice and can reproduce standard methods (computation and decoding) with some fluency. Students are tested on what they've learned or use an answer key to correct work.	Students apply literacy and numeracy tools to support learning in topics across the curriculum while continuing to acquire and develop fluency in foundational skills and concepts.	Students use literacy and numeracy skills to reason, build understanding and explore broad concepts across disciplines. Literacy and numeracy skills support evaluating and testing conclusions, comparing and contrasting, developing generalizations and general principles.	Students are proficient in employing and adapting literacy and/or numeracy skills to solve problems, deepen understanding, critically evaluate information, express themselves effectively, and participate meaningfully in their community.
Student work fosters deep understanding.	Students report solutions or conclusions made by others with little or no development of a personal perspective.	Students present multiple possible conclusions relative to each other and can begin to examine the implications of each.	Students: <ul style="list-style-type: none"> <li>Formulate plausible solutions on their own based on evidence and reasoning</li> <li>Articulate any assumptions in their solutions</li> <li>Consider far reaching implications</li> </ul>	Students: <ul style="list-style-type: none"> <li>Formulate plausible, coherent working theories</li> <li>Formulate conclusions based on evidence and an examination of differing viewpoints</li> <li>Analyze assumptions</li> <li>Examine implications</li> <li>Consider ambiguities</li> <li>Work and make connections across contexts</li> </ul>

# Learn Continuums continued

## Design Principle 3

Appreciate and promote diversity in ideas, cultures and ways of knowing, being and learning.

Diversity				
Diversity in the school community is welcomed, appreciated and explored.	Students learn primarily from a single cultural perspective.	Students learn from teachers who model respect and appreciation for diversity and ensure every child feels a sense of belonging.  Students engage in work that builds pride in their own backgrounds and cultural traditions while learning to honour and respect others' traditions.	Students engage in culturally appropriate and meaningful conversations with community members from diverse backgrounds outside the classroom.	Students engage with those whose backgrounds are unlike their own, in community collaborations to explore issues, questions, and problems that matter to the students, and the community.
Students participate in learning that builds understanding of the strength diversity of First Nations, Métis and Inuit peoples.	Students access resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit peoples.	Students host First Nations, Métis and Inuit parents/guardians, Elders/knowledge keepers, cultural advisors and local community members in their classroom.	Students engage in work that involves collaborations with Indigenous community experts and provides practice in exploring challenges through Indigenous ways of knowing.	Students demonstrate a commitment to their shared responsibilities as treaty people, honour the Indigenous ancestral lands they call home, and appreciate and embrace Indigenous ways of knowing, being and learning.
All students learn.	Students work with teachers to build appreciation of their uniqueness as learners and understanding of their individual strengths, weaknesses and preferences.  Why and what students learn is similar for all students.	Students have opportunities to learn from multiple options, such as audio, visual, printed materials, first person interviews, games, music, hands on manipulative materials and more.	How students express what they've learned is an individual choice based on their interest, passion, abilities, and relevance to their personal experience.  Students may express the same learning through means as varied as drawing a comic strip, writing an essay, creating a video, providing a live demonstration or presentation, and building a model.	Students are confident in creating new knowledge and contributing their original ideas through work that upholds to real world standards for high quality.

## Design Principle 4

Reflect on learning through meaningful assessments to inform and showcase growth.

Reflect on learning				
Assessment practices focus on improving student learning and guiding teacher and student decisions and actions.	Students receive a summative assessment of learning after learning has occurred.	Students receive assessment criteria at the beginning of instruction and are provided with clear learning outcomes, objectives and exemplars.  Students receive ongoing formative assessment and feedback during learning and can adjust learning strategies as needed.  Students receive additional instruction and support (scaffolding) for the specific needs their teachers observe during the learning experience.	Students continue to receive targeted instruction and support as part of the formative assessment and work towards independence.  Students become active participants in assessment by reflecting on questions like – “How will I know I've learned? How will I share what I've learned so others are engaged in the learning?  Students revise learning strategies and the products of learning based on ongoing feedback from teachers and classmates.	Through formative assessment, students help identify the need for and seek scaffolding support.  Students co-create learning objectives and assessment strategies and build a portfolio of learning.  Students review and reflect on their learning across disciplines and time and identify gaps and goals for future learning.

## Design Principle 5

Nurture positive relationships built on trust, support and care for one another.

Positive Relationships				
The learning environment is safe, caring and supportive.	Students, teachers and parents operate in silos. Students compete, Interpersonal conflicts are escalated to an authority figure that makes a ruling.  Students engage in discussion on ways the classroom and school might become more caring, safe and productive.	Students see teachers model expected school behaviour and receive instruction and guidance on expectations.	Students engage in work that promotes social and emotional learning and reflect on their individual strengths and challenges as contributing members of a learning community.  Students provide input to teachers and administrators on design of a school plan that promotes effective and equitable learning environments.	Every member of the learning community feels they belong, are valued and safe.  Students, teachers and parents are full collaborators in developing a school plan that promotes effective and equitable learning environments.  Areas of strength are promoted and celebrated, and areas of concern addressed collaboratively.
Positive relationships deepen learning.	All students are encouraged to participate in class discussions where their ideas are considered and valued.	Students learn to share their knowledge, solicit feedback, rework and revise.  They participate with others in asking deeper questions about the learning and developing learning strategies.	Students understand that ideas are improvable and learn to strategically seek collaborations with those who have the expertise, skills and strengths to advance their understanding, both inside and outside the classroom.	Students work collaboratively to build the best understanding they can, aware that ideas can always be taken to a higher level. They arrive at their understanding through self and group assessment and carefully evaluated expert fact and opinion.