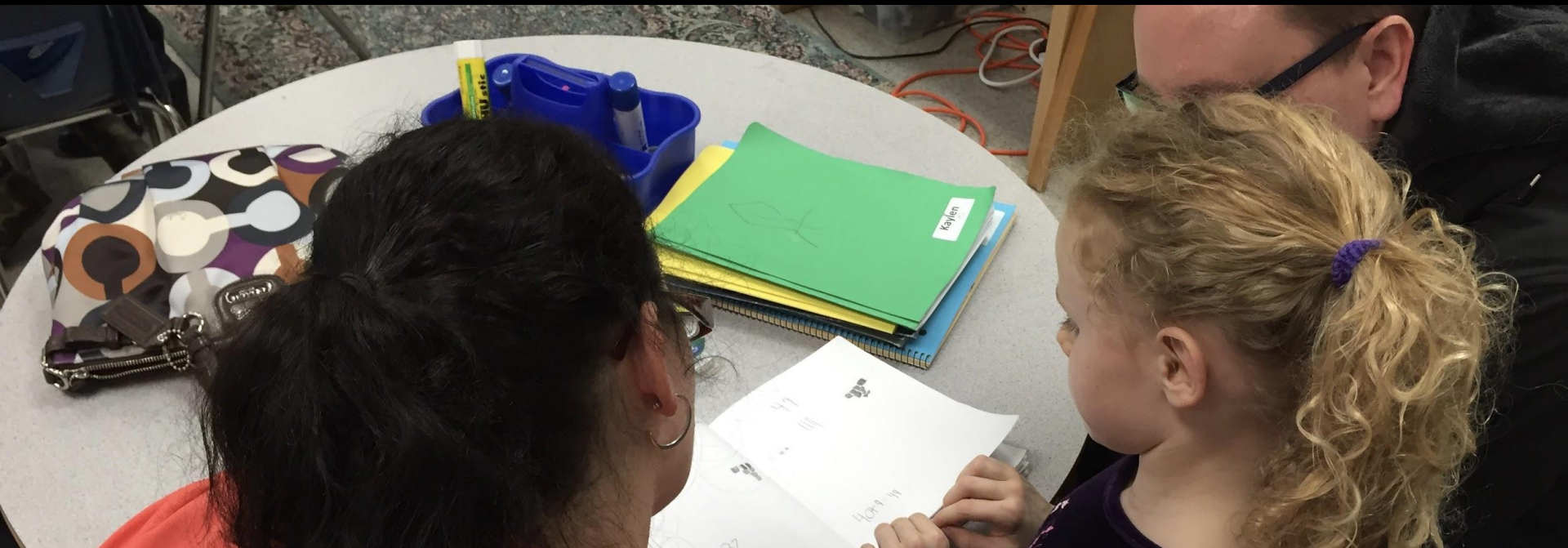# SUPPORTING LEARNING AT HOME

Surrey Schools Community Forum - February 20, 2018
Antonio Vendramin - District Principal
vendramin_a@surreyschools.ca   @Vendram1n   bit.ly.sd36forum

LEARNING GOALS FOR TONIGHT

I WILL BE ABLE TO:

- EXPLAIN WHAT THE CORE COMPETENCIES ARE - WHY SELF-ASSESSMENT IS IMPORTANT - AND HOW I CAN BUILD AN UNDERSTANDING OF THE CORE COMPETENCIES AT HOME

- SHARE WITH OTHER PARENTS SOME CONVERSATION STRATEGIES THEY CAN USE TO SUPPORT STUDENT LEARNING

- KNOW HOW TO ACCESS A WIDE ARRAY OF DIGITAL RESOURCES AT HOME TO SUPPORT MY OWN LEARNING AND THAT OF MY CHILD(REN)

THE IMPORTANCE OF REFLECTION … AS A PARENT

CORE COMPETENCIES

"ENDURING sets of intellectual, personal, and social and emotional skills and attributes that all students need to develop in order to engage in deep learning and lifelong learning."
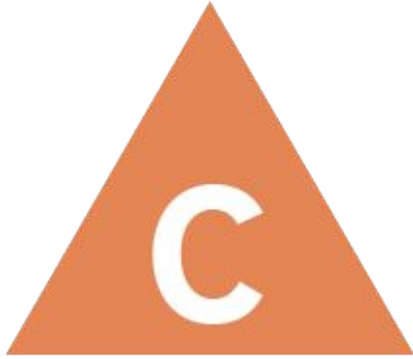
CORE COMPETENCIES

COMMUNICATION

- Speaking & Listening
- Reading & Writing
- Presenting
- Collaborating

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- Creative and Critical
- Generating and developing ideas
- Pursuing ideas over time
- Designing, analyzing, evaluating

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PERSONAL & SOCIAL

- Personal identity, values, and choices
- Perseverance & ownership
- Sustaining balance
- Caring of self, others, & environment

"ENDURING sets of intellectual, personal, and social and emotional skills and attributes that all students need to develop in order to engage in deep learning and lifelong learning."

Forbes

**Top 5 skills** employers most want in 2015 Graduates:

Ability to:
1. *Work in a team structure*
2. *Make decisions and solve problems (tie)*
3. *Communicate verbally*
4. *Plan, organize and prioritize work*
5. *Obtain and process information*

"The survey makes clear that employers want universal skills you can learn across academic disciplines and in any job where you are working with others. The trick is to communicate clearly that you have those skills."
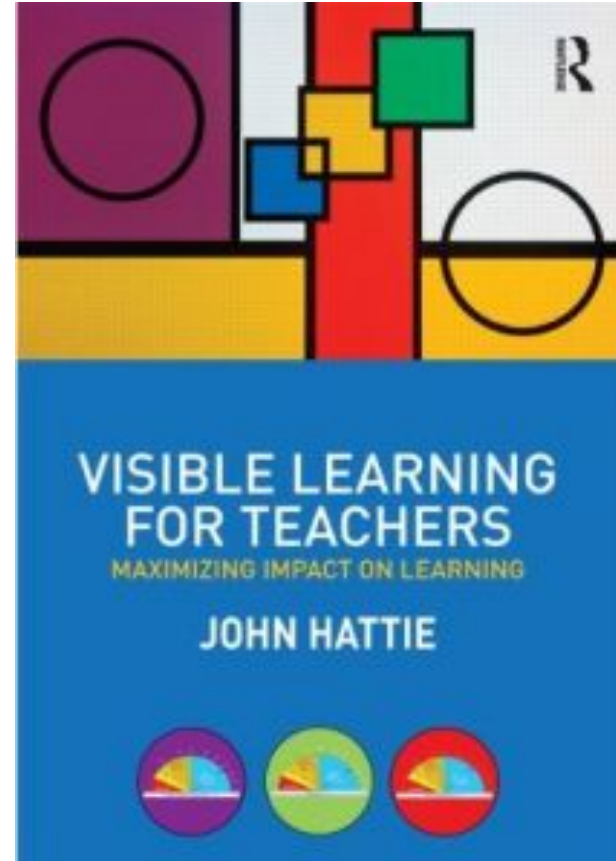
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1. *Work in a team structure* C PS
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4. *Plan, organize and prioritize work* PS
5. *Obtain and process information* C T

"The survey makes clear that **employers want universal skills** you can learn across academic disciplines and in any job where you are working with others. **The trick is to communicate clearly that you have those skills.**"

WHAT OTHER RESEARCH IS THERE?
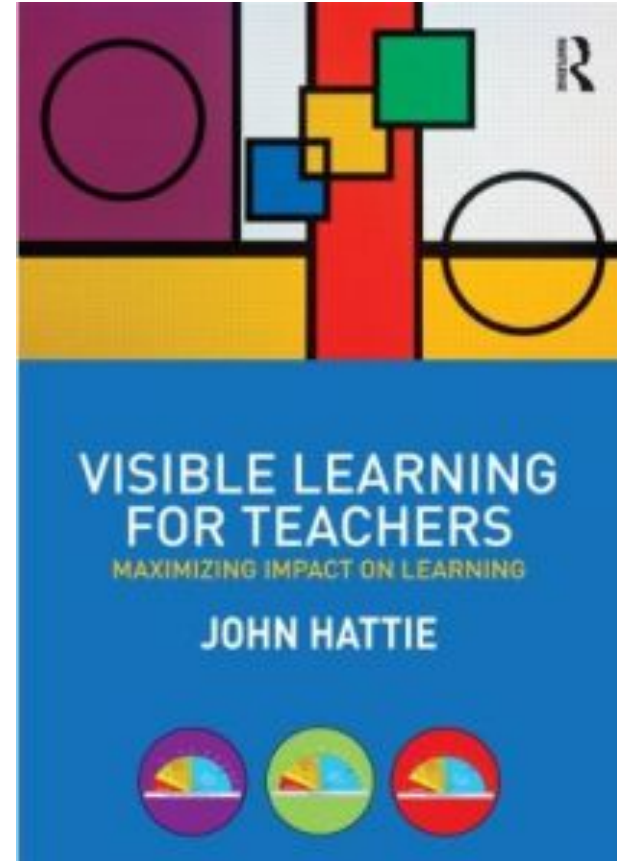
WHAT OTHER RESEARCH IS THERE? - John Hattie
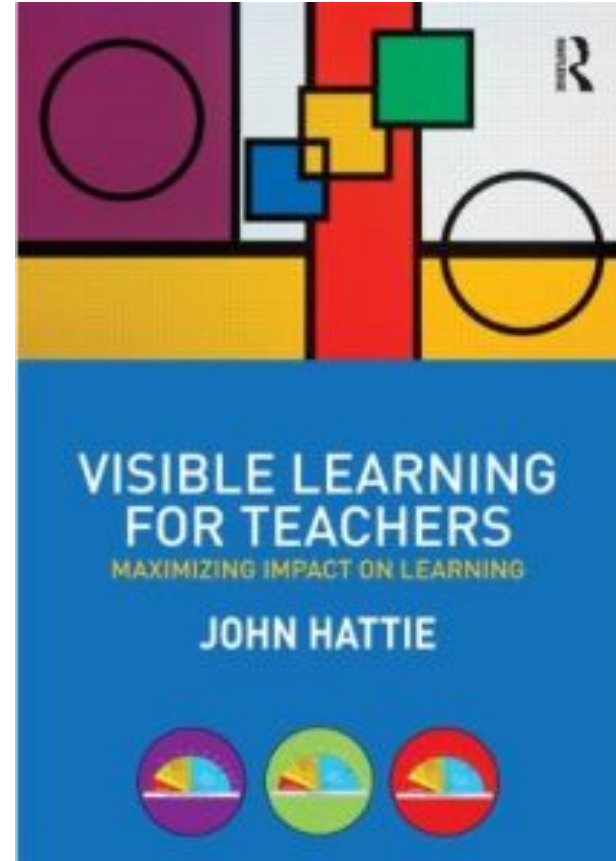
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Almost 1000 meta-analyses...

VISIBLE LEARNING
FOR TEACHERS
MAXIMIZING IMPACT ON LEARNING

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VISIBLE LEARNING FOR TEACHERS
MAXIMIZING IMPACT ON LEARNING
JOHN HATTIE

★	Homework	0.29
★	Subject Matter Knowledge	0.09

WHAT OTHER RESEARCH IS THERE? - John Hattie

Almost 1000 meta-analyses...

★	**Self Reporting**	1.44
★	Providing Formative Evaluation	0.90
★	Classroom Discussion	0.82
★	Feedback	0.75
★	Teacher-Student Relationships	0.72
★	**Self-Verbalization and Self-Questioning**	0.64
★	Problem-Solving teaching	0.61
★	Classroom cohesion	0.53
★	Parent Involvement	0.49
★	**Self-Concept**	0.47
★	Cooperative Learning	0.40
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VISIBLE LEARNING
FOR TEACHERS
MAXIMIZING IMPACT ON LEARNING
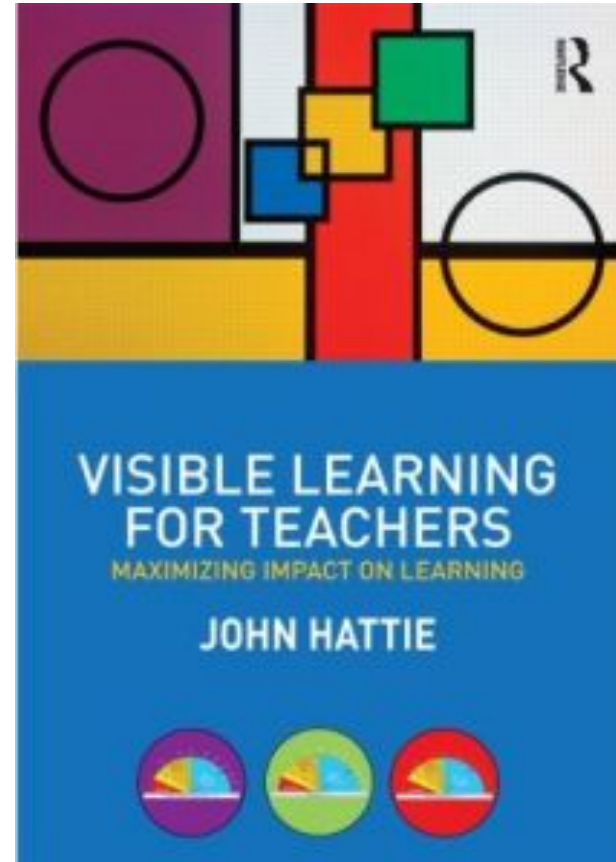
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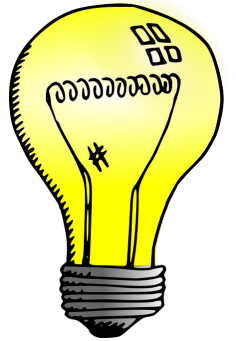
MAXIMIZING IMPACT ON LEARNING

JOHN HATTIE
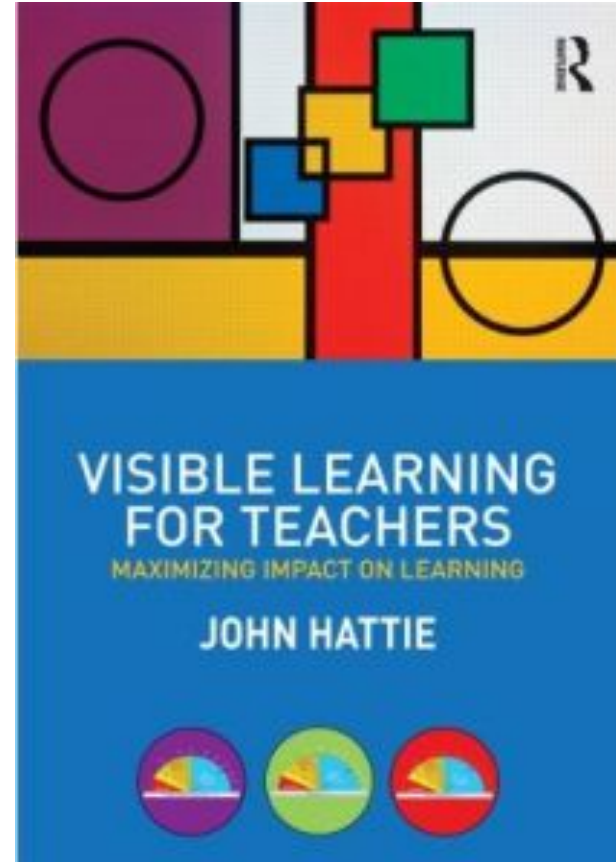
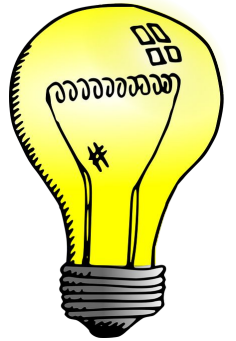FOCUS ON WHAT WE **CAN** DO...NOT WHAT WE **CAN'T**
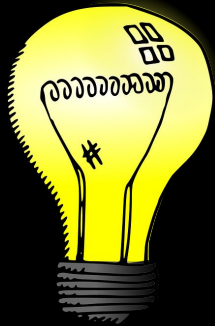
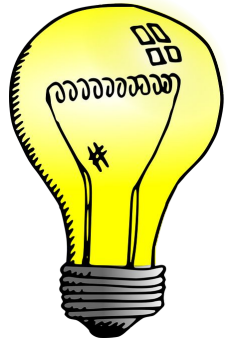- Core Competencies are **everywhere**, all the time
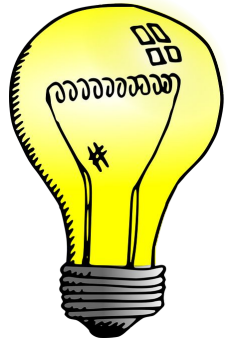
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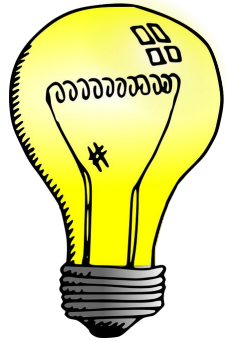- We build on **strengths**, not fill holes

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- **Evidence** is key
- **Industry and employers** are telling us … these are the competencies students need to be successful
- Self-Assessment is important because, it's not teachers that need to be **aware**, it's students!
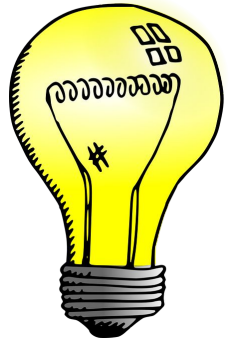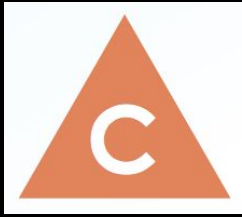
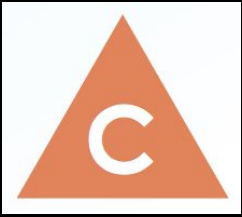| C | NOTICE |
| T | NAME |
| PS | NURTURE |

#GettingBackUp   #PositivePersonalIdentity   #Perseverance
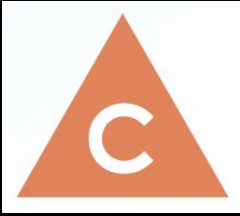
And then I ended up in a wheelchair like some of you guys

#GettingBackUp   #PositivePersonalIdentity   #Perseverance

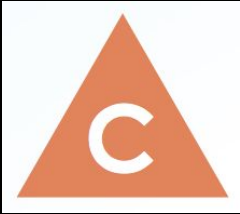I can share information that is important to be in a clear and organized way.

I can represent my learning and connect it to my experiences and efforts.

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C

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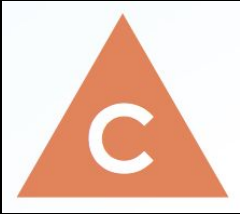
T

I have interests and passions that I pursue over time.

I can persevere over years if necessary to develop my ideas. I expect ambiguity, failure, and setbacks, and use them to advance my thinking.

PS

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PS

I can reflect on my strengths and identify my potential as a leader in my community.

I can advocate for others.

I understand that learning is continuous and my concept of self and identity will continue to evolve.

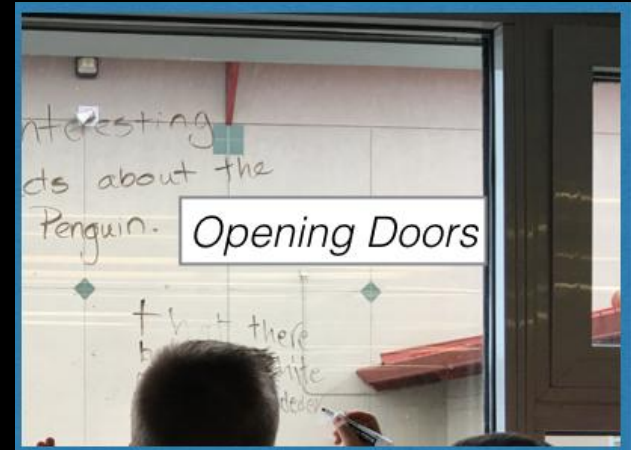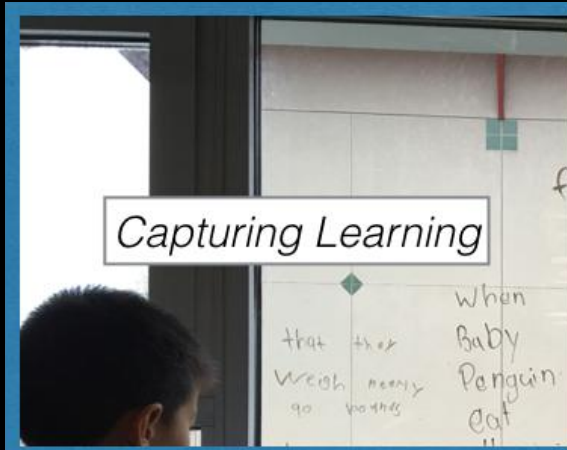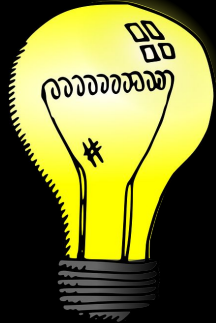#GettingBackUp   #PositivePersonalIdentity   #Perseverance

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Taking advantage of the

COMMUNICATING STUDENT LEARNING (CSL) window

Capturing Learning

Opening Doors

Conferencing

Reporting

@Surrey_Schools   #sd36learn   #sd36csl

- Can the student solve complex problems?
- Does the student work well with others?
- What are the student's strengths?
- What do they need to work on?
- What actually happens at school???
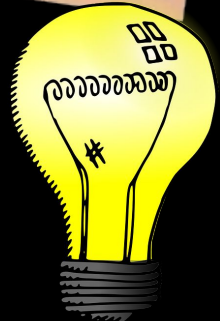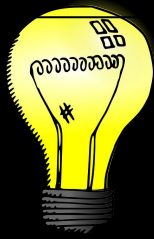
ASKING THE RIGHT QUESTIONS

What are you supposed to be learning?
Teachers call this Learning "Goals" "Intentions" or "Targets"
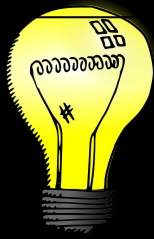
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Teachers call these expectations "Criteria"

How are you doing with...? How do you know?
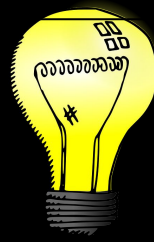
ASKING THE RIGHT QUESTIONS

Changing "How is my child doing?" …

ASKING THE RIGHT QUESTIONS

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What are my child's strengths? What do they find challenging?

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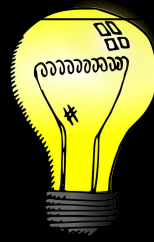What happens when my child has a challenge or finds something difficult?

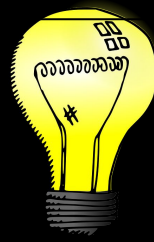What can I do to support my child at home?

ASKING THE RIGHT QUESTIONS

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How does my child get along with peers?

What happens when my child has a challenge or finds something difficult?

What can I do to support my child at home?

Can you suggest a resource we can use at home? How do I access it?

ASKING THE RIGHT QUESTIONS
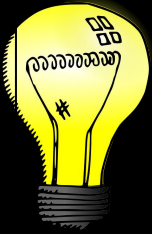
SUGGESTED CONVERSATION STARTERS

- *I notice how you ... (be specific, focusing more on perseverance and less on "ability", avoiding phrases such as "you are so smart" or "you are such a talented artist")*
- *What are you most proud of? Why?*
- *I am so proud that you are now able to…*
- *I can see you tried really hard to....*
- *I can see evidence of growth. You used to… but now you…*
- *When I compare what you used to do with what you do now, I notice...*
- *What do you notice when you compare these two pieces of work?*

- *I am pleased with how you did this work because...*
- *Can you explain your thinking about this...?*
- *What I like about this work is...*
- *What do you like most about this work?*
- *Do you think you need some help with…?*
- *What do you think you could do differently next time?*
- *How could you have done that differently?*
- *What would you like to get better at? Why?*
- *What do you think you will try next time?*
- *Tell me (more) about …*

Translate ترجمه 已翻译 Traduire अनुवाद 번역됨 ਅਨੁਵਾਦ Traducir Sinalin sa wikang →**bit.ly/sd36report**

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DIGITAL RESOURCES YOU CAN ACCESS AT HOME

www.surreyschools.ca/digitalresources

For most of the resources you find there, you simply use the following for both the USERID and PASSWORD:

sd36bc

DIGITAL RESOURCES YOU CAN ACCESS AT HOME

surreyschools.discoveryeducation.ca

Students use a personal **USER ID** and **PASSWORD:**
{firstname.lastname} {.1234}

Ask your child or your child's teacher

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QUESTIONS & DISCUSSION

SUPPORTING LEARNING AT HOME

CORE COMPETENCIES TO TALK ABOUT

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- Collaborating

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PS — PERSONAL & SOCIAL
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- Caring of self, others, & environment

NOTICE → NAME → NURTURE

WHEN YOUR CHILD ASKS FOR ASSISTANCE, ASK:

What were you supposed to learn? What is the criteria for this assignment?

SUGGESTED CONVERSATION STARTERS

- I notice how you … (be specific, focusing more on perseverance and less on "ability", avoiding phrases such as "you are so smart" or "you are such a talented artist")
- What were you supposed to learn by doing this work?
- How does your work compare to the criteria?
- What are you most proud of? Why?
- I can see you tried really hard to….
- I can see evidence of growth. You used to… but now you…
- When I compare what you used to do with what you do now, I notice…

- What do you notice when you compare these two pieces of work?
- Can you explain your thinking about this…?
- What I like about this work is…
- What do you like most about this work?
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DIGITAL RESOURCES YOU CAN ACCESS AT HOME

ALL RESOURCES: www.surreyschools.ca/digitalresources
USER ID & PASSWORD: sd36bc

DISCOVERY EDUCATION: surreyschools.discoveryeducation.ca
USER ID & PASSWORD: sd36bc (or ask your child or your child's teacher for a personalized USER ID & PASSWORD)

Surrey Schools
LEADERSHIP IN LEARNING