

School Learning Plan

October 2021/22

THE CURRENT CONTEXT

Our student body consists of 360+ students at any one time; more over the course of our school year. Our learners are diverse in age and origin, and from a broad variety of educational backgrounds. While the largest single segment consists of adults who have completed secondary to advanced post secondary education in another country and who are seeking upgrading in English or specific qualifications for their professional advancement, we also have a significant portion of students who have never completed secondary school education, or who have recently done so in British Columbia but are seeking an additional courses. Our students are typically highly motivated, but they have multiple responsibilities for family and work that may limit the times at which they can access courses or may interrupt their planned trajectory. Often our students have limited knowledge of the British Columbia educational system, and need information so that they can plan their next steps. Many of our students have career ambitions that require that they achieve a grade 11 mathematics or grade 12 English course as soon as their skill level permits.

OBJECTIVE: WHAT WE HOPE TO ACHIEVE

This year we are concentrating on facilitating student placement and progress through the Ministry of Education's Literacy Foundations curriculum and subsequent grade 11 and 12 courses in mathematics and English, with a view to best initial placement and the most rapid possible advancement, to align with our students often time-limited objectives.

DESIGN: HOW WE PLAN TO MEET OUR OBJECTIVE

Action Plan

We have begun with an examination of our intake testing, its interpretation, and its relation to curriculum and classroom assessment. We will continue with dialogue regarding modes of assessment, and key skills and knowledge that students will require in courses subsequent to those they are currently working in, to revisit our common school-wide understandings. This latter dialogue will include other Continuing Education centres in the Lower Mainland that are carrying out learning plans similar to our own, and engagement in an overall review of the Literacy Foundations curriculum by the Continuing Education Association.

Timeline

This may well prove to be a multi-year project. A first intensive discussion of our common understandings in relation to our intake/placement process has already taken place. Discussions of common classroom practice, and in particular the "how do we know?" around recommendation for subsequent courses is upcoming this year. We expect that this will be a multi-year project.

SUCCESS INDICATORS: HOW WE WILL KNOW THAT OUR ACTIONS ARE HAVING THE DESIRED IMPACT

Key Results

A measure of success would be our students' mobility, and the rate at which they achieve their chosen goals. We will gather data around the rates at which students repeat courses or move ahead past the usual subsequent courses to others that are at a 'higher' level.

COMMUNICATION: HOW WE WILL SHARE OUR LEARNING JOURNEY WITH OUR COMMUNITY

We hope to further develop an existing organic understanding within our student community that movement from course to course in alignment with curricular needs and student goals has our close and coordinated attention. This would be accomplished through dialogue between and among all current, past, and prospective members of our school community.

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