

School Learning Plan

2022 - 2023

THE CURRENT CONTEXT

Our student body consists of 390+ students at any one time; many 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 for personal reasons of general facility or for specific qualifications related to 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 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 they may 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.

GOAL: WHAT WE HOPE TO ACHIEVE

This year we are continuing last year's goal of 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. This aligns with our students often time-limited objectives.

PLAN: THE STEPS WE WILL TAKE

Action Plan

This is expected to be a multi-year project. A first set of discussions of our common understandings in relation to our intake/placement process has already taken place, and recommendations and clarifications were made this year and last. Beginning in the latter part of the 2021-22 school year we have begun to explore particulars of transition between courses, and what a student needs to have in place when they take the next level. Those are ongoing now. Discussions of common classroom practice, and in particular the "how do we know?" around recommendation for subsequent courses is upcoming and will be part of staff meetings in the Fall and will be expanded upon during collaboration time midyear. This year we will also expand discussions to include other Continuing Education centres, at least two of which are or have been working on similar goals. There will be opportunities in particular at the break between semesters and at the Adult Continuing Education conference in May (plan there is to spark or host a workshop on this topic). As time permits this year we will further investigate the overlap between the Foundations curriculum and other curricula our students may encounter (ELL levels as experienced by school aged students, LINC, etc.).

Timeline

- 1) Initial evaluation and placement, examination of practice. September 2021 and ongoing
- 2) Practical discussion of benchmarks in and transitions between courses February 2022 and ongoing
- 3) Comparison with practice and benchmarks in other CE centres May 2022 and ongoing
- 4) Engagement with district's literacy and numeracy discussions, upcoming
- 5) Discussion of the "how do we know" for benchmarks, February 2023
- 6) Meetings with other CE centres on this topic, Spring 2023
- 7) Further investigation of overlap with other similar programs (LINC, ELL, etc.) and possible improved strategies, beginning Spring 2023

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 did not gather data around this in the first year of this plan, but we have made it a regular part of the comments and discussion at the end of each course to make specific recommendations about where a student might next move. In prior years, few students skipped levels; in this past year there were several (by estimate, at least one per class). We plan to monitor in greater detail this year. Last year and this, it became standard practice to evaluate a student's placement early in the course, too, and respond if the student or teacher or both saw a mismatch and requested a change.

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

The final results of this are not yet ready for communication out to the larger community. However, it has become common knowledge within our student body that placement in a course is a matter for discussion and that requests for reassessment are always entertained.