

School Learning Plan

2023 - 2024

THE CURRENT CONTEXT

Our student body consists of 500+ 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 with the 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 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 beginning in the 2020-21 school year. Beginning in the latter part of the 2021-22 school year we explored particulars of transition between courses, and what a student needs to have in place when they take the next level. Discussions of common classroom practice, and in particular the "how do we know?" around recommendation for subsequent courses is a regular part of staff meetings, and a topic at our midyear collaboration days. Last year we began dialogue and visits with other Continuing Education centres that have been working on similar goals; our midyear collaboration days and the spring CE conferences are particular occasions for that. We have also begun to investigate the overlap between the Foundations curriculum and other curricula our students may encounter (LINC, ELL levels as experienced by school aged students, ELL programs at local colleges, etc.), and we will continue to grow that aspect in this current year.

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) Core staff participate in student evaluation and placement sessions (ongoing)
- 4) Comparison with practice and benchmarks in other CE centres May 2022 and ongoing
- 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.
- 8) Possible workshop session with other CE centres, provincial conference May 2024

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

It has become common knowledge within our student body, beginning with initial discussion about placement on intake, that requests for reassessment are always entertained, and that it is entirely possible that a student might be recommended for a higher level course than just the subsequent one (for instance, exiting Foundations 3 a student might be recommended not merely for Foundations 4, but for 5 or 6 according to teacher recommendation, or leaving 7 a student might be recommended to move directly to English Studies 12 rather than a grade 11 course if they are ready for it).