

EDUCATION COMMITTEE
PUBLIC MEETING AGENDA

DATE: WEDNESDAY, JANUARY 20, 2021
LOCATION: REMOTE MEETING VIA ZOOM
TIME: 6:00 PM

The Richmond Board of Education acknowledges and thanks the First Peoples of the hən̓q̓əmiñəm (hun-ki-meen-um) language group on whose traditional and unceded territories we teach, learn and live.

- 1. ADOPT AGENDA**
- 2. APPROVE MINUTES**
Attachment: Public minutes from meeting held November 18, 2020.
- 3. BLACK HISTORY MONTH**
- 4. EDUCATION WEEK**
- 5. INNOVATION INQUIRY GRANTS**
- 6. SUB-COMMITTEE REPORTS**
 - ELL Consortium (Metro Boards)
 - Richmond Sister Advisory Committee (City Committee)
 - Aboriginal Education Enhancement Agreement Advisory Committee
 - SOGI Advisory Committee
 - Anti-Racism Committee
- 7. NEXT MEETING DATE - WEDNESDAY, FEBRUARY 17, 2021 at 6:00 PM**
- 8. ADJOURNMENT**

Report to the Education Committee (Richmond) PUBLIC

DATE: January 20, 2021

FROM: Lynn Archer, Assistant Superintendent

SUBJECT: Black History Month

The following report to the Education Committee is for information only.

Introduction

The purpose of this report to provide background and information for the Education Committee about upcoming learning opportunities for Black History Month in all Richmond schools.

Over a number of years, our schools with the support of the district's teacher librarians have provided many opportunities for students to learn in a more focused way about Black Canadians' history and contributions to Canada. This year, the Black Lives Matter movement has shone an important light on the need to review and enhance the resources that are provided to schools.

As well, at the November meeting of the Education Committee, a request came from a member of the community to recognize Harry Jerome's accomplishments while he was an employee of the Richmond School District. This specific request was also connected to an interest to know what learning resources and opportunities are available for Black History Month in Richmond schools.

Plans for 2020-21

This year all schools will be asked to engage in learning opportunities directly related to Black History Month. The following information is an overview of what will be available for schools to draw upon as they organize for Black History Month in their contexts.

District staff have created a centralized site within our staff accessed portal of resources for schools to use and share during Black History month. Resources include book lists, websites, films, documentaries, readings, events around town and more to support understanding and learning opportunities in schools.

Resources have been grouped into four themes which may be utilized as part of a weekly focus throughout the month:

- *Black History Month: An Introduction*: Sets the context for Black History Month, its development in Canada and general resources to get started.

- *Prominent Black Canadians:* Includes a spotlight on Harry Jerome, as well as resources for exploring the substantial contributions of Black Canadians both past and present.
- *Being Black in Canada:* Current stories and community experiences of Black Canadians
- *Black Lives Matter:* Resources for engaging students in current events, particularly the #blm movement in both the United States and Canada.

Information about Black History Month will be shared on our district website and social media accounts during the month of February. Educators will also be encouraged to post on Twitter what is happening at their schools to share with the wider community the learning that is occurring. The hashtags are #sd38learn and #BlackHistoryMonth.

Conclusion

Equity and inclusion are fundamental areas of focus for all schools in Richmond. They are part of our Strategic Plan and are embedded in our Vision, Mission, Values. We look forward to engaging in learning more about the valued contributions of all members of our Canadian community, and, in particular, look forward to participating in meaningful learning experiences during Black History Month. It is also important that each of us remember that equity and inclusion are for everyday and everyone, not just a focus for a day or a month.

Lynn Archer
Assistant Superintendent

Report to the Education Committee (Richmond) PUBLIC

DATE: January 20, 2021

FROM: David Sadler, Director Communications and Marketing

SUBJECT: Education Week 2021

Education Week 2021

Monday, February 22 – Friday, February 26, 2021

Education Week is an opportunity to openly share the many remarkable things happening in Richmond schools. This year, the district will be using virtual platforms to highlight the work of students, teachers and staff.

David Sadler

Director, Communications and Marketing

Report to the Education Committee (Richmond) PUBLIC

DATE: January 20, 2021

FROM: Lynn Archer, Assistant Superintendent

SUBJECT: Innovation Inquiry Grants

The following report to the Education Committee is for information only. No further action on the part of the Board is required at this time.

Introduction

The purpose of this report to provide background and information for the Education Committee and ultimately the Board of Education about innovation inquiry grants.

Over the years, the central foci for innovation inquiry grants have been:

- To encourage collaborative inquiry teams in schools
- To support innovative inquiry to enhance student learning

As the years have progressed the number of innovation inquiry grants has increased and the categories for Innovation have evolved. Currently there are six main areas of Innovation Inquiry Grants: Assessment, Learning through Inquiry, Inclusive Learning Communities, Learning Environments, Library Learning Commons, and Social Emotional Learning. Each of these areas offers the opportunity for teams of teachers to develop an inquiry focus, engage in professional learning, and take action to make a difference for student learning.

Innovation Inquiry Grants

Innovation inquiry grants are the central method for providing multiple entry points for professional learning within a coherent framework. The innovation inquiry grant process is guided by the district's Assessment and Innovation Committee (A&I Com). This representative committee has responsibility for developing the grant application forms, reviewing and approving grant applications, organizing the framework for supporting schools' innovation grants, and annually developing next steps.

Innovation inquiry grants first started during the 2012-13 school year. Initially the grants provided some financial support for teams of teachers to get together to learn and take action using innovative practices. There was interest in participating in the process and many approved applications. In the spring of 2013, participating schools came together for an inaugural Innovation Celebration. Over the next two years (2013-14 and 2014-15), the

innovation grants evolved to support the focus of the redesigned curriculum and its implementation. In 2015-16, schools could apply for an Innovation Inquiry Grant in one of three focus areas: Big Ideas and Inquiry, Assessment and Communicating Student Learning, and Social Emotional Learning/Flexible Learning Environments.

At the district level, we are intentional about bringing innovation inquiry grant teams together to explain and support what innovation and inquiry might look like. This involves coming together in October for an inaugural Innovation Networking session. In February, there is a mid-point Networking session and in late May all innovation grant teams come together for the Innovation Celebration. Throughout the school year, the innovation inquiry grant teams have support available for them from district teacher consultants.

Each year the innovation inquiry grant teams are asked to provide information and/or evidence about how the innovation grant has made a difference. For example, the reflection process may focus on the following:

- What are you noticing that is making a difference for learners?
- How do you know this is making a difference?
- Upload images about the grant into an online padlet

During the past couple of years, educators at the schools participating in big ideas innovation inquiry grants are reporting that students are more engaged when they have clarity about the connections to big ideas and when they have choice in their learning. At schools with social emotional learning innovation inquiry grants, educators have been noticing that students are able to articulate how their learning is connected to the personal and social core competencies, and that students are more capable of persevering with their learning after engaging in regular mindfulness or self-regulation activities. Students engaged in the assessment innovation inquiry grants are demonstrating increased voice and ownership of their learning when they are able to share their learning through posting authentic evidence in their digital portfolios. They are growing in their ability to articulate what they are learning, how it is going, and why it is important. Innovation grants are intended to enhance student learning, while at the same time they are intended to enhance the learning culture of our district.

Innovation Inquiry Grants in 2019-2020

The 2019-20 school year saw an increase in Innovation Inquiry Grants. Forty-seven schools applied for and received a total of 98 grants in the following areas:

- Big Ideas & Inquiry – 6 schools
- Inclusive Learning Communities – 8 schools
- Social Emotional Learning (SEL) – 10 schools
- Assessment
 - Student Reporting Policy Pilot (SRPP) – 36 schools
 - Formative assessment – 4 schools
- Learning Environments – 17 schools

- Library Learning Commons – 17 schools

As in the previous years, the innovation inquiry grant process is intended to enhance collaborative inquiry, professional learning, and student learning in our schools. Providing opportunities for educators to learn and work together at their schools and network with educators from other schools strengthens learning for everyone.

The completion of the 2019-20 innovation inquiry grants cycle was impeded by the onset of the COVID-19 pandemic. Teachers and teachers consultants continued to provide support for the inquiry learning that teachers had embarked upon, but the focus post spring break needed to turn to providing remote learning for students. As well, the Innovation Celebration was cancelled in recognition of other priorities and the challenges of coordinating a virtual Innovation Celebration which has typically been an incredible opportunity for educators to come together to share professional inquiry learning while also socializing and networking.

Innovation Inquiry Grants in 2020-21

Despite the setbacks brought upon us by the pandemic, the Assessment & Innovation Committee continued to look ahead to a time when teachers would be back at school with students. The Committee also recognized that it was important to maintain the central foci of innovation inquiry grants which is to encourage and support: collaborative teams, professional inquiry, pedagogical practice, and integration of digital tools.

During challenging times, it is vital to be sensitive and aware of educators' diverse needs. As a committee, we were aware that while some educators might be focusing on practices other than innovation inquiry grants, there were also many educators looking for support through collaboration and a means to engage in their curiosity about learning during a pandemic. As a result information about the innovation inquiry grants was sent to schools, as it has been for many years. As always, the innovation inquiry grant process is voluntary and because of the nature of the current school year, the A&I Committee thought that the number of applications would decrease. When the application process was completed, the A&I Committee was pleased to see how many applications were received and approved.

During the 2020-21 school year, we are supporting innovation inquiry grants in many schools. We have, however, observed a redistribution of the areas of inquiry from previous years. The greatest innovation inquiry grant participation is in the area of Communicating Student Learning (CSL) with approximately 460 teachers. CSL provides school teams with the opportunity to communicate student learning through Option A of the Student Reporting Policy. There is strong interest, particularly in our elementary schools, in communicating student learning using Option A. In total, forty-six schools and approximately 600 educators received innovation inquiry grants in the following areas:

- Learning through Inquiry – 4 schools
- Inclusive Learning Communities – 5 schools
- Social Emotional Learning (SEL and SEL-SOGI) – 13 schools
- Assessment

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- Communicating Student Learning – 38 schools
- Formative Assessment – 2 schools
- Learning Environments – 6 schools
- Library Learning Commons – 9 schools

In addition to the above grants, there are eleven schools participating in Learning Environments and Spaces Pilot Grants. These schools are providing examples of how we can create learning environments that support student learning in alignment with BC's redesigned curriculum.

Conclusion

From the feedback we receive throughout the school year and at previous year-end Innovation Celebrations, educators throughout the district appreciate the opportunity that innovation inquiry grants provide to engage in learning together, employ new pedagogical practices, and deepen implementation of the K-9 and 10-12 curriculum. We hope to be able to see you, either in person or virtually, at this year's Innovation Celebration.

Lynn Archer
Assistant Superintendent