

## Upcoming NPBS & HSN Regional Meetings

**April 15, 2008**

*Extended Lower Mainland, Surrey, Surrey Conference Centre  
4 p.m.-6 p.m.*

**April 16, 2008**

*South Okanagan, Penticton, Parkway Elementary School Annex,  
3:30 p.m.-4:45 p.m.*

**April 17, 2008**

*North Shore, West Vancouver, Inglewood Curriculum Centre,  
4 p.m.-6 p.m.*

**April 23, 2008**

*Sunshine Coast Local Network, Sechelt, Kinnikinnick Elementary School, 4 p.m.-6 p.m.*

**April 24, 2008**

*Central/North Okanagan, Kelowna, Hollywood Education Centre,  
3:45 p.m.-5:30 p.m.*

**May 1, 2008**

*North Central, Prince George, Van Bien Elementary School, 3:30 p.m.-5 p.m.*

*For more information, please contact:*

Healthy Schools Unit  
Office: 250-356-6055

<http://www.bced.gov.bc.ca/health/hsnetwork/>

## Healthy Schools Network and the Network of Performance Based Schools: Linking Communities of Inquiry

Since its beginning in 2006, the Healthy Schools Network (HSN) has been a component of the Network of Performance Based Schools (NPBS). The NPBS, first developed in 1999, believes that teams of teachers and principals working together and using powerful forms of classroom assessment will have a positive influence on student learning.

The NPBS brings together educators from schools in every part of the province to tell their inquiry stories so that others can learn both from their challenges and their successes in helping all learners. This “open source” attitude is vital to the work that is being done to shift to assessment that promotes deep learning.

The NPBS has committed to these key areas of focus for the 2007-2008 school year:

- ✓ regular daily and weekly use of learning intentions, quality criteria, samples of success, thoughtful questioning, formative feedback and learners as owners of the learning and resources for each other;
- ✓ involvement of families in formative assessment of learning experiences so that we develop a shared language with parents and community members about learning improvement;
- ✓ strong focus in each school on applying the Six Big Strategies; and
- ✓ adding the active health focus to the ongoing thinking in social responsibility, literacy and numeracy.

## The 6 Big Strategies that Matter in Formative Assessment

**Strategy # 1:** Provide learners with clarity about and understanding of the **learning intentions** of the work being done – this means that learners should be able to tell

someone else in their own words what the learning intentions are and how they connect to life beyond school.

**Strategy # 2:** Provide and co-develop with learners **the criteria for success**. This means that learners have clear criteria for quality and know what part they are aiming to get better at.

**Strategy # 3:** Provide **regular, thoughtful feedback** that moves learning forward for the individual learner. This means that, over time, learners get used to knowing how to improve.

**Strategy # 4:** Design and use **thoughtful classroom questions** to lead discussions that generate evidence of learning. This means that learners practice being ready to think and know that “no hands up” and individual responsibility for thinking about the question are regular parts of learning life. It also means that teachers work together ahead of time to develop strong questions to use part way through a learning sequence.



**Strategy # 5:** Put learners to work as **learning/teaching resources for each other**. This means that learners know strategies and have internalized quality criteria so that they can be productive with their same age and older and younger learners.

**Strategy # 6:** Do everything you can think of to make sure that **learners are the owners** of their own learning. This means that learners are genuinely engaged in learning and confident they can learn and think about their own learning.

NPBS Spring Newsletter 2008: <http://www.npbs.ca>

NPBS Featured Articles: <http://www.npbs.ca/Articles.htm>

## New Opportunity for Network Schools in Districts with Signed Aboriginal Enhancement Agreements:

There is an opportunity for schools involved in the NPBS who serve aboriginal young people and who reside in districts where there is a signed Enhancement Agreement with goals for learning improvement of aboriginal learners. You are invited to generate an additional inquiry connected to the goals of your Enhancement Agreement, keeping in mind:

- How can we make the goals of the Enhancement Agreement come alive in classrooms?
- How can we draw on rich cultural resources to enrich the learning of every person in the school?
- How can we learn from those educators who have created the strongest personal relationships with their families, elders, neighbours and community members?

Aboriginal-focused inquiry questions can be submitted to [dweaving@dccnet.com](mailto:dweaving@dccnet.com).



## Network of Performance Based Schools Seminar 2008

### Engaging Learning – Purposeful Leadership

A two day participatory seminar, presented by the Network of Performance Based Schools, will explore in some depth how coaching partnerships, formative assessment practices and new conceptions of leadership at the classroom and school levels will help educators achieve the kind of deep learning for understanding required for young people to navigate in the knowledge world.

## Did You Know?

**Shared Leadership as a Way of Life...from *Teamwork that Matters: Improvement Ideas from BC Network Learning Communities* by Judy Halbert and Linda Kaser, January 2006**

“One of the guiding ‘rules’ for the Network is that participants metaphorically “leave their formal roles at the door” when they attend meetings. By working as teams across roles, we are seeing leadership shift from one defined primarily by role to one defined much more by contribution and expertise. The research work of Jim Spillane, Alma Harris, and Anne Lieberman is making a significant contribution to the understanding of researchers and practitioners about the importance of developing new frameworks for thinking about this style of leadership at the school level.

We also know from the work of Daniel Muijs and Alma Harris with schools in challenging areas in the UK, that teachers working in isolation, no matter how determined they might be, will not be able to attain lasting learning gains for their most vulnerable learners. No serious change effort can be sustained without intellectual and emotional support for those doing the core work of learning and teaching.

If our vulnerable learners are to make genuine gains, then we need educators who are prepared to work as professional teams to serve them. Determined staffs working together over time in Network schools have been able to reduce the number of learners in the “not yet” category by half or more. This is a critically important result that more than justifies the commitment to a more networked style of leadership – both at the school and district level.

Over our seven-year experience with the BC Network, we are seeing evidence of change in relationships among teachers and principals as well as new conceptions of school leadership. With the help of graduate students at the University of British Columbia and the University of Victoria, we hope to gain a deeper understanding of how involvement in the Network impacts the ideas and practices of formal and informal leadership.”

\*\*\*\*\*

Read the complete article at <http://www.npbs.ca/06-elements/06-Teamwork.pdf>.

- ✓ **Deep learning for young people:** thinking about self-regulating of learning, as well as formative assessment *for* and *as* learning, and how to promote these in highly diverse classrooms;
- ✓ **Deep learning partnerships for experienced and new teachers:** how working with a reflective and inquiring partner can make work for learners much more powerful by their teachers working in partnership;
- ✓ **Deep leadership practices for informal and formal leaders:** considering distributed and shared forms of leadership practice that have a positive impact on student learning; and
- ✓ **Deeper and more meaningful professional learning:** exploring solid evidence regarding professional learning programs and reflecting on the implications for practice.

**Judy Halbert and Linda Kaser, NPBS leaders,** have assembled renowned presenters with powerful perspectives who will think, discuss and work with seminar participants: Alma Harris and Jan Robertson, from the London Centre for Leadership and Learning, London University, UK, Deborah L. Butler, Associate Professor, UBC Faculty of Education, and Leyton Schnellert, PhD student, UBC Education, and Faculty Associate, Simon Fraser University.

Space is limited. Register at <http://www.npbs.ca/PDF%20files/np-reg-form-april-eight.pdf>, or go to [www.npbs.ca](http://www.npbs.ca) to access the NPBS website.

## School Health Resources Update

### Action Schools! BC:

Action Schools! BC Resources supporting Daily Physical Activity and Healthy Eating can be viewed here: <http://www.actionschoolsbc.ca/Content/Quick%20Links/ASBC%20Whats%20New.asp>

### ActNow BC for Students:

The British Columbia Ministry of Education has now posted two **draft Daily Physical Activity documents** for public review and response. The draft Program Guide for Daily Physical Activity: Kindergarten to Grade 9, and the Draft Daily Physical Activity Resource: Kindergarten to Grade 9, are available on the Ministry of Education web site at <http://www.bced.gov.bc.ca/irp/drafts/welcome.htm>

### Prescription for good health found in daily reading, new evidence shows:

The Canadian Council on Learning's new report, *Health Literacy in Canada: A Healthy Understanding* reveals that the

## Farm to School Salad Bar Program for Northern and Interior Schools!

The Public Health Association of BC, in partnership with provincial, regional and local groups, is seeking proposals to pilot a Farm to School Salad Bar Initiative within 12 schools in the Northern and Interior Health Regions.

Strengthening relationships between the school and the farm is an important aspect of this program. Foods from local farms are grown and harvested to fill a salad bar twice per week in participating schools. Children, parents, school staff, farmers – the whole community – benefit from a program that broadens knowledge and experiences of growing, harvesting, preparing and tasting fresh local greens.

This is your opportunity to participate! Find out if your school is eligible for a one time grant to establish the program by submitting an RFP, available online at [http://www.phabc.org/files/Final\\_RFP\\_March\\_19\\_08\\_JB.pdf](http://www.phabc.org/files/Final_RFP_March_19_08_JB.pdf)

**Applications must be completed and submitted to the PHABC Office no later than April 30, 2008.**

For further information, contact Joanne Bays, Project Coordinator, Farm to School Salad Bar via email at: [bays@telus.net](mailto:bays@telus.net).

single best predictor of higher levels of health literacy is the act of reading every day – even more so than a person's level of education.

<http://www.ccl-cca.ca/CCL/Reports/HealthLiteracy/HealthLiteracy?Language=EN>

For these resources and many more, check out the **DASH BC March 2008 Update:** <http://www.dashbc.org/article.asp?c=77>

