Cette présentation a été effectuée le 28 novembre 2011, au cours de la Rencontre internationale *La prochaine décennie pour les écoles favorisant la santé, le bien-être et la réussite éducative* dans le cadre des 15es Journées annuelles de santé publique (JASP 2011). L'ensemble des présentations est disponible sur le site Web des JASP à la section *Archives* au : http://jasp.inspq.qc.ca/.
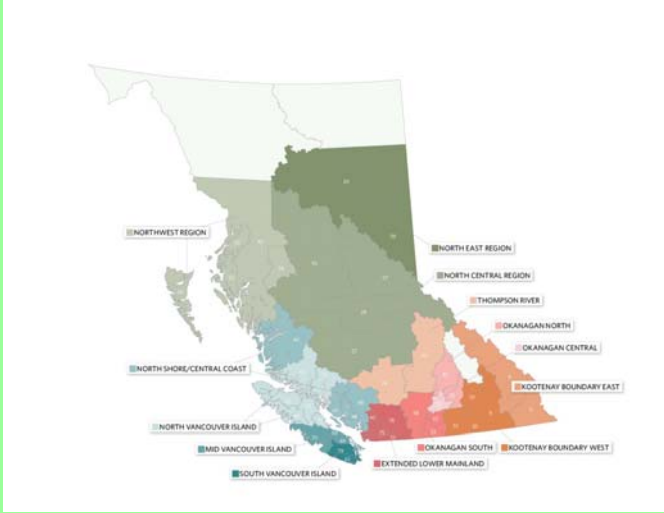
# Networks of Learning

NOII

AESN  HSN
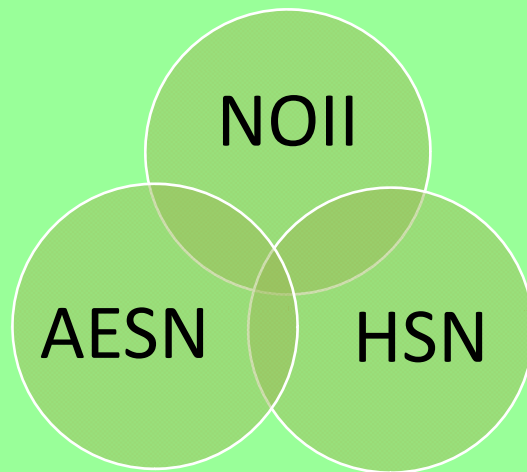
# Network Spiral of Inquiry

Gather evidence

Assess learning

Identify learning need

Engage in new learning and teaching

Generate a question

Enhance teacher learning

Develop criteria for success

## Gather Evidence & Identify Need

- Healthy Schools Assessment Tool
- Teachers identify specific school needs (i.e. school culture & context)
- Healthy Living Performance Standards (4 strands of learning progressions)

**dash**

## Generate an Inquiry Question

Will grade 12 student leaders teaching physical activity to a grade 9 HACE class, change student attitude toward physical activity?
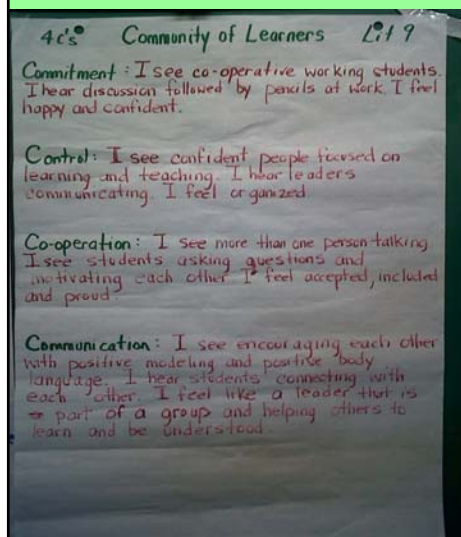
|  | Emerging | | Developing | | Acquired | | Accomplished | |
|---|---|---|---|---|---|---|---|---|
|  | % | # | % | # | % | # | % | # |
| Fall 2009 | 20 | 4 | 20 | 4 | 45 | 9 | 15 | 3 |
| Spring 2010 | 10 | 2 | 40 | 8 | 15 | 9 | 35 | 7 |

## Criteria for Success

- Code of conduct is criteria for success for building a community of learners who are self regulated during inquiry work
- Healthy Living Performance Standards provide individualized criteria for students to measure their learning progression and teachers to personalize assessment

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## Community of Learners code of conduct Knowledge and practice=ownership



4C's

Commitment

Control

Co-operation

Communication

## BC Performance Standards - Healthy Relationships

| Emerging | Developing | Acquired | Accomplished |
|---|---|---|---|
| •with assistance, demonstrates some understanding of healthy (and unhealthy) relationships | •demonstrates some understanding of healthy (and unhealthy) relationships, | •clearly understands all aspects of healthy (and unhealthy) relationships | •advocates for healthy relationships |
| •demonstrates a beginning level of respect for others in the community | •demonstrates some understanding of respect for others in the community | •can demonstrate respect for others in the community | • advocates respect for others in the community |
| •shows an emerging understanding of bullying and discrimination | •identifies bullying and discrimination | • describes various forms and effects of bullying and discrimination and responds appropriately | •advocates for peers to communicate effects of bullying and discrimination, and to respond appropriately |
| •with assistance, identifies and describes relationships that contribute to positive engagement with school (connectedness) | •identifies relationships that contribute to positive engagement with school (connectedness) | •identifies and demonstrates relationships that contribute to feelings of engagement at school (connectedness) | •advocates for peers to actively seek relationships that contribute to feelings of positive engagement at school; (connectedness) |
| With assistance can assess, build and maintain healthy relationships and identify school and community resources | • is developing an understanding of how to assess, build and maintain healthy relationships and identify school and community resources | •understands how to assess, build and maintain healthy relationships evaluates school and community resources that contribute to healthy relationships | •advocates for peers to access school and community resources that contribute to healthy relationships |

# Enhance Teacher Learning through Assessment *for* Learning

## Assessment is not something we *do* to students.  It is a collaborative process that is most effective when it involves self, peer and teacher input.
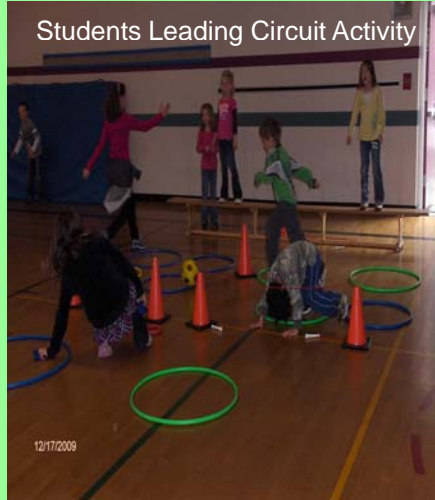
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# Engagement in New Learning and Teaching
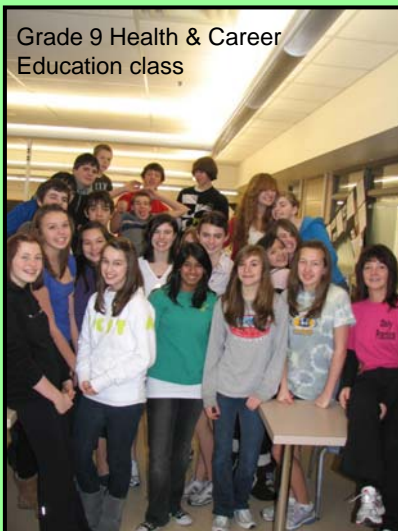
Students Leading Yoga

Students Leading Circuit Activity

# Connecting Peers Purposefully Promoting Physical Activity

Grade 9 Health & Career Education class

Grade 12 Peer Coaches

# What were some positive outcomes teaching younger students?

"Watching the grade 9's challenge themselves and work outside their comfort zone to complete the drills. We enjoyed teaching and helping these students work on fitness goals."
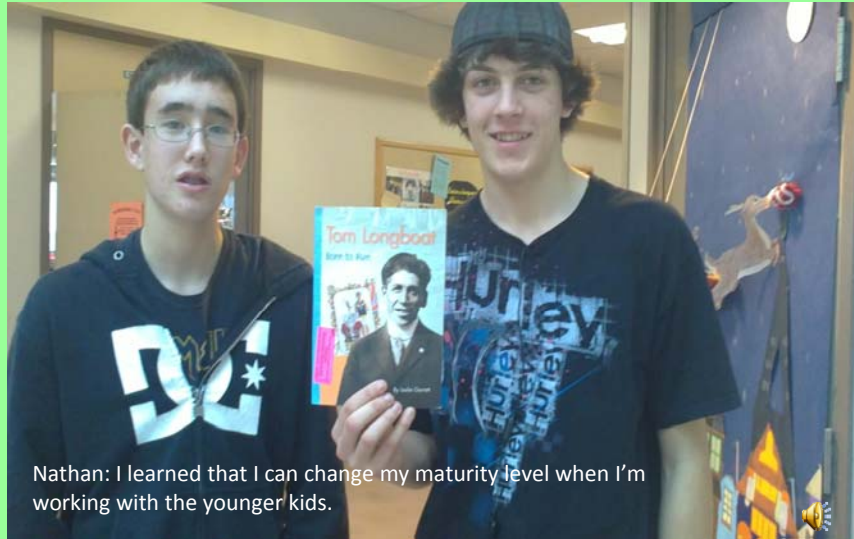
**Scott Brown & Curtis Keen**



" It helped to build leadership skills that will be vital in the future as we enter university or the job market"

– Dylan Kelso & Peter Yoon

## Assessment of Learning



Nathan: I learned that I can change my maturity level when I'm working with the younger kids.

## Benefits of Learning Through Inquiry

- **Transformational learning is demonstrated by peer coaching.**

- **Peer coaching/leadership increased self esteem and ownership of learning.**

- **Student attitude towards healthy living improved.**

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# Next steps

- Raise awareness of Community of Learners concept
- Develop student metacognition and leadership skills through Healthy Living inquiry and peer coaching
- Bridge the gap between health and education practitioners to improve student learning about healthy living

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