

Principal's Message

Due to the implementation of the curriculum redesign, Yukon schools are undergoing a change in student learning. Schools are exploring new ways of approaching teaching and learning in this ever changing world that will prepare our students for the future. In the knowledge economy we now live in, technology continues to transform our lives at an unprecedented rate. Within this transformation, it changes the skills, knowledge and capabilities students need to be successful in the future. Schools play a key role in transforming our educational approaches at home, in classrooms, in training programs and in the workplace.

Before the students arrived at school, JES staff were busy developing their skills in the various areas of the curriculum redesign. Curriculum is being redesigned in order to better meet the needs of all learners and foster development of the essential skills and competencies they need for life in and beyond school. The traditional three report cards a school year model is being revised to incorporate more frequent communications and updates on student learning and growth. Students will still have ongoing assessments in all areas of the curriculum and teachers will be writing student learning reports (report cards). However, the format in which we share learning will change and students will be participating more in their assessment and reporting. This will include students monitoring and sharing in their own growth in relation to:

What students will KNOW

- The content-critical factual knowledge for understanding topics of study.

What students will DO

- The Curricular Competencies – the skills, strategies and processes the students develop over time. Underpinning the Curricular Competencies are the Core Competencies that all students need to develop for success in life beyond school (Communicating, Thinking and Personal & Social Competencies).

What students will UNDERSTAND

- The Big Ideas – the transferable generalizations that endure beyond a single grade and contribute to future understanding.

All areas of learning in the redesigned curriculum are based on a “Know-Do-Understand” (KDU) model to support a concept-based competency-driven approach to learning in which these three elements work together to support deeper learning.

To provide deeper learning for students, planning for assessment needs to consider the question: What is essential for students to know, be able to do and understand? This will include students monitoring and sharing in their own growth with the support of their teachers. Students will do this by collecting and showing evidence of their learning. Our students' evidence of learning will be

shared with you throughout the year in a variety of forms including conferences, portfolios, phone calls, DOJO, e-mails, letter home, home visit, personal meeting and written student learning reports (report cards).

These current changes to curriculum are based on research and practices happening across Canada and all over the world. These changes involve taking a student-centered approach to learning and focusing on knowledge, skills and understandings.

Here are the Johnson Elementary School's reporting dates as well as the type of reporting that will be used throughout the 2017-2018 school year:

Guidelines for Communicating Student Learning

1. Parent Teacher Conference – November 16
2. 1st informal communication by December 15
3. Midpoint written report – January 26 due to Ralph
-- February 2 sent home
4. 2nd informal communication by March 1
5. 3rd informal communication by April 27

Student Self-Assessment of Core Competencies

1 copy for cumulative file

1 copy for report card

6. Final Summative Report – May 25 due to Ralph
-- June 8 sent home

** Informal communications – teacher providing your student's learning through: phone call; email; DOJO; digital portfolios; written portfolios; home visit; personal meeting.

Ralph Pilz
Principal