



Agenda

Territorial Acknowledgement

Introductions

Current Context

Strong & Collaborative SBTs

BREAK

Guiding Principles

Scenarios

Closing & Door Prizes



Traditional Acknowledgement

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations on whose traditional territories we live, we learn, and we do our work.

District Team Introductions

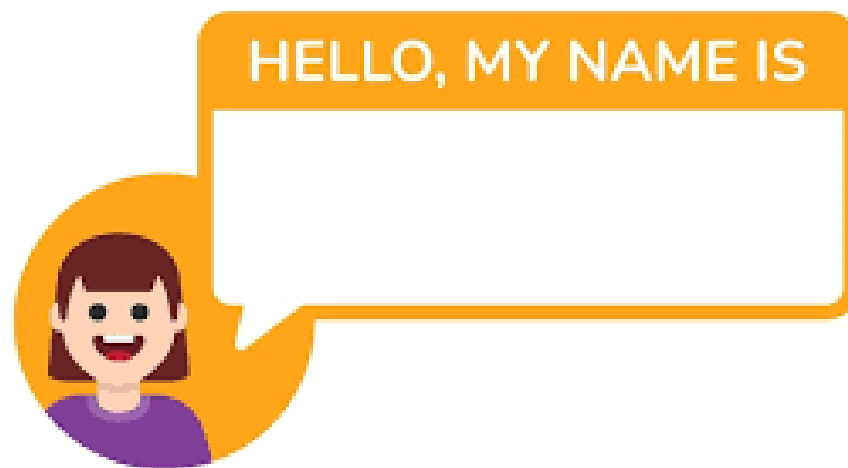


Table Introductions

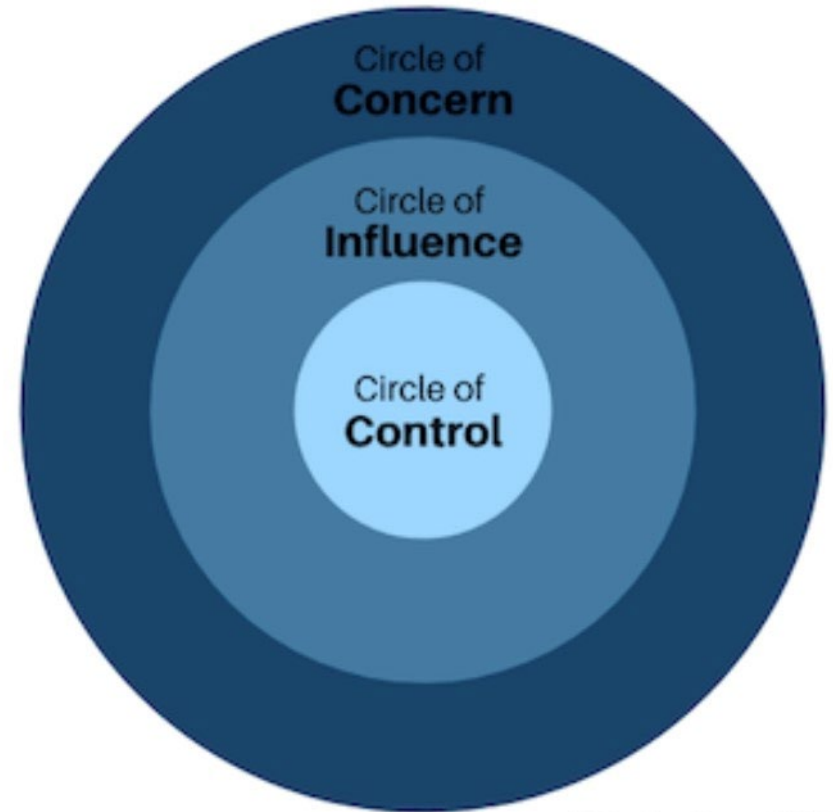




Making Connections



Our Current Context & Circle of Control



© Stephen Covey, 1990

Strengthening School-Based Teams





What makes a strong and effective School-Based Team?

- Identify 2–3 key qualities that your team already demonstrates, and 1 area to intentionally strengthen over the next term.

How can our SBT function effectively and support students with the resources we already have?



How can our SBT processes become more proactive rather than reactive?

PROACTIVE



Guiding Principles - the 3 Ps

People: Who sees me, connects with me, and loves me at school? Who do I have strong, trusting relationships with?

Places: Where can I choose to go (my voice and with support as required) to get calm, feel safe and be regulated so that I can engage with my learning?

Planning (& Programming): What are my strengths and stretches as a learner? How will this information guide the planning and development of clear and reasonable goals for my learning?

Effective instructional design and student support requires purposeful planning and thoughtful programming.



Planning sets the direction ~ Programming brings it to life.

Ideas and Strategic Thinking

vs

Implementation

Universal Design for Learning:

A framework for access and equity



Design Multiple Means of Engagement



Design Options for

Welcoming Interests & Identities

- Optimize choice and autonomy
- Optimize relevance, value, and authenticity
- Nurture joy and play
- Address biases, threats, and distractions

Design Options for

Sustaining Effort & Persistence

- Clarify the meaning and purpose of goals
- Optimize challenge and support
- Foster collaboration, interdependence, and collective learning
- Foster belonging and community
- Offer action-oriented feedback

Design Options for

Emotional Capacity

- Recognize expectations, beliefs, and motivations
- Develop awareness of self and others
- Promote individual and collective reflection
- Cultivate empathy and restorative practices

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Design Multiple Means of Representation



Design Options for Perception

- Support opportunities to customize the display of information
- Support multiple ways to perceive information
- Represent a diversity of perspectives and identities in authentic ways

Design Options for Language & Symbols

- Clarify vocabulary, symbols, and language structures
- Support decoding of text, mathematical notation, and symbols
- Cultivate understanding and respect across languages and dialects
- Address biases in the use of language and symbols
- Illustrate through multiple media

Design Options for Building Knowledge

- Connect prior knowledge to new learning
- Highlight and explore patterns, critical features, big ideas, and relationships
- Cultivate multiple ways of knowing and making meaning
- Maximize transfer and generalization

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Design Multiple Means of Action & Expression



Design Options for Interaction

- Vary and honor the methods for response, navigation, and movement
- Optimize access to accessible materials and assistive and accessible technologies and tools

Design Options for Expression & Communication

- Use multiple media for communication
- Use multiple tools for construction, composition, and creativity
- Build fluencies with graduated support for practice and performance
- Address biases related to modes of expression and communication

Design Options for Strategy Development

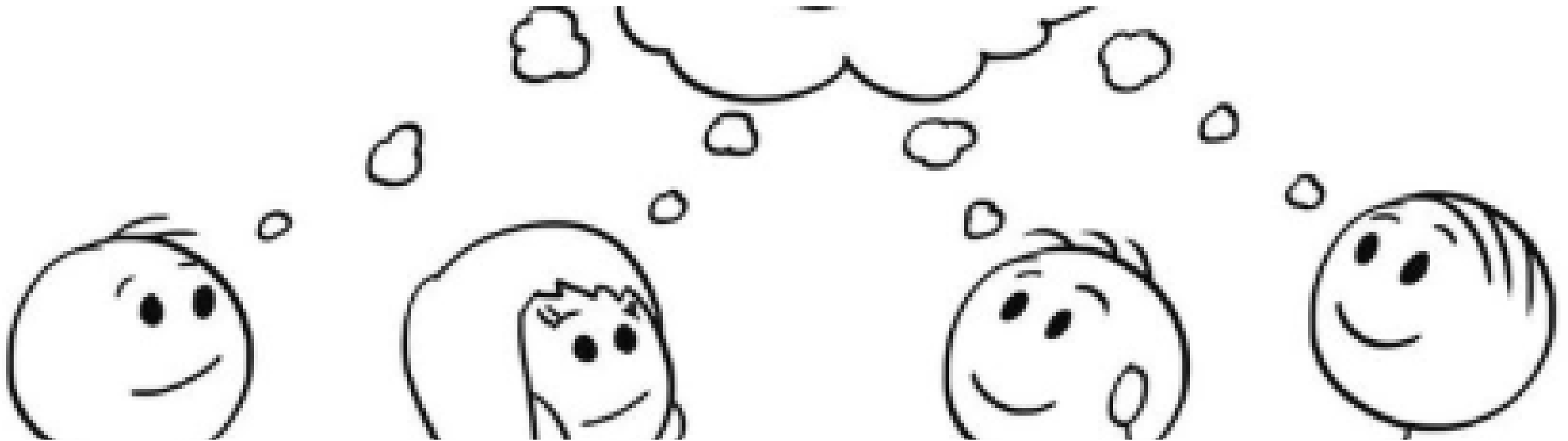
- Set meaningful goals
- Anticipate and plan for challenges
- Organize information and resources
- Enhance capacity for monitoring progress
- Challenge exclusionary practices



COFFEE

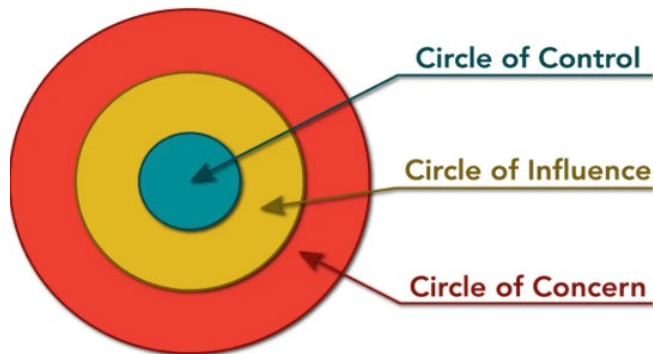
BREAK

Scenarios



Strength & Expertise of our SBT

Our Zone of Control...

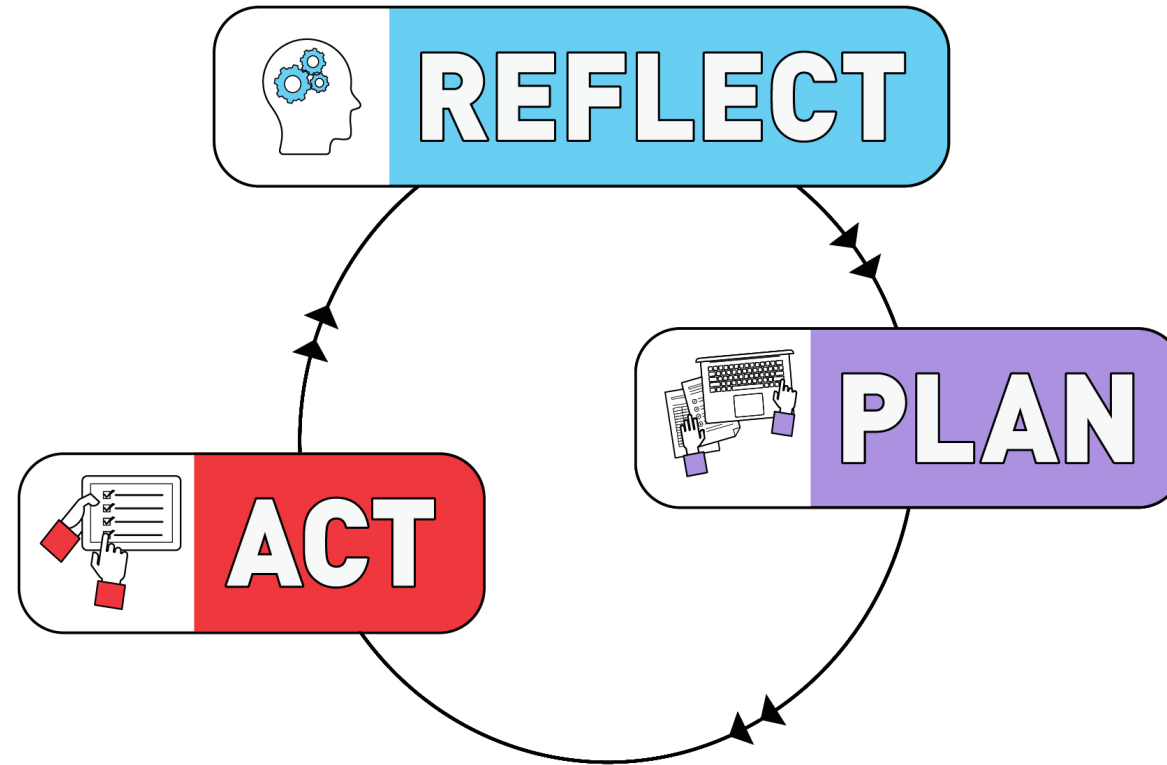


- *What is one thing we can do differently in the next few days to support this learner?*
- *How will you put this into action?*

District Collaborative Supports



Reflect and Revisit



Thinking of Tresa & Delaney



GoFundMe link for donations

