

GME Scan Information to Share 2017

GME anonymous Staff Quote: "Instead of school being a training ground for society, we should be leaders and models for society".

When

Beginning on February 28 and ending on March 15, 2017 all 26 divisions of students from kindergarten to grade 6 were interviewed and asked four questions: Can you name two people at our school who believe you will be a success in life? What are you learning and why is it important? How is it going? What do you want to learn next?

What

The interviewers recorded the answers to the four questions with no student names attached. Interviewers did not deviate from the four questions and tried to use the exact wording. Some prompts were given if students were having a hard time to understand the question. After the individual student interviews, there was a debrief. The debrief had several options. We began using the model that Chute Lake described to us with all adults involved in the interviews have an opportunity to share out the student answers and use a recording sheet to capture the themes. We then moved to a fishbowl debrief that involved the students who gave the answers. Students listened around the adult interviewers as the answers were shared and themes discovered. We video recorded one debrief with a grade 5/6 FI class. The debrief happened as soon as possible after the interviews. During the fishbowl debrief, students were told why they were asked the four questions and what their answers told us about our school. We also discussed why we would do such a scan and how it would help us develop an inquiry learning plan for the next 3-5 years for our school.

Who

The interviewers were comprised of classroom teachers, administrators, CEAs, support staff including office and library, support/non-enrolling teachers, and parents.

Why

Each of the four questions is important and the order of the questions is important, too. It took me 10 years of working with this in order to really understand the brilliance of these questions and the power even in the process of asking them. It begins the flip from teaching to learning, from students as passive recipients of their education to taking ownership and having a voice. Although this seems miniscule, it is monumental.

1. *Can you name two people in our school who believe that you will be a success in life?*

The reason we start with this question is that it is the building block to feeling safe, comfortable and valued in the school community. The naming part is important to attach a real live person in the school who believes in you. Even if we know that we believe in our students, they need to believe that we believe in them. We ask for two so that even if one leaves the school, there will be at least one other strong relationship in the student's life at school.

2. *What are you learning and why is it important?*

The reason we ask this question is that if students do not know what they are learning, the learning intention has not been made clear to them. If they cannot explain why what they are learning is important, then what is the point of learning it? This clarity is key in successful lifelong learning with purpose.

3. *How is it going?*

When we asked this question, we always asked the students to explain what makes them say what they said. We did not always directly tie the question to their learning but we tried to do this. This question gives them a chance to reflect on how it is going for them.

4. *What do you want to learn next?*

When we have a choice in what we learn, our motivation usually increases. Learning should be the most EXCITING thing we do in life, it is the only constant that we have in a world that does not stop changing. We need to know what it is that our students want to learn in order to guide our instruction and opportunities given to them. We also probed them about how they learn and what kind of learner they think they are and want to become.

Now What?

The themes have been recorded from all interviews. The results will be shared with our staff and parents in April. The results will help us build our inquiry learning plan for GME for the next 3-5 years as we know that it takes time to collaborate and build new understandings of how to best serve our students in their lifelong learning journey.

Question 1: Can you name two people at our school who believe that you will be a success in life?

- All but a handful of our students were able to name at least two people at GME that believe in them
- They named current teachers, past teachers, friends- both older and younger, in the same class and in other classes, support and non-enrolling teachers, administrators, CEAs, noon hour supervisors, clerical staff, TTOCs, classmates
- The results were the same across all levels and both streams (English and FI)

What does this tell us?

Question 2: What are you learning? Why is it important?

- The good news that was our students were able to tell us what they are learning and why it is important, some listed their learning according to subject, some concept with no subject attached
- Math- shapes, + - x ÷, money, read time, use a calculator, decimals, 3 digit subtraction with regrouping, long division
- Science- animals, water cycle, chemical and physical changes, experiments, solar system, Newton's laws, bones/skeletal system, box structures, states of matter, explosions
- Art- global art to communicate with people around the world, water colours, illustrator
- Start a business
- PE- exercise is good, yoga
- Being healthy- food, relationships, what you can drink, SIP SMART-diabetes,
- Collaborate- how to work in a group
- Writing – stories and journal, letters, poetry, fancy words to replace boring words
- French grammar *only kindergarten students told us first off that they were learning French
- Spelling
- Social studies(very few named this but gave examples of learning)- Inuit, Aboriginal people, community in the past and present, government, learn from past, Canada, CPR, racism so we don't let it happen again, connecting past and present,
- Reading- retelling stories
- music
- English- Raven's Tales,
- Sewing- making pillows,
- Handwriting
- Canada Show- acting
- Life skills
- How to problem solve
- Learning not to be mean, fairness, helping others, thinking skills
- Giving speeches
- Be creative and make things
- Take care of friends and be a good friend
- Work as a team
- Not to talk and think one thing at a time
- How the world works
- Spanish
- Technology- comics, imovie

Why important?

- Teach their own kids one day
- How to use the environment and not waste
- Grow your brain
- Learning helps your brain get better at what you do

- strategies
- Feel proud of myself
- Challenges
- Paying it forward
- How Canada came to be
- Give back and teach others
- Preparing for middle school and high school
- Want to succeed in life
- So people understand you
- To get jobs later in life
- To get better at something
- To get smarter
- To get faster
- To be a scientist, etc.
- Liked learning
- Stay healthy
- Math is everywhere
- Fun to learn
- Want to continue learning
- Communicate with family
- Important to know past and present
- How lucky we are
- Mom says it is important
- New jobs will appear
- Help me advance in life and get ready for grade 1

What does this tell us?

Question 3: How is it going at GME?

The first response to this was overwhelmingly POSITIVE. All but a handful of students from all classes were positive and those that were neutral or negative are known to us and we are working to help them develop a growth mindset. We have some work to do!

When we probed them further, they told us:

- Everyone can join in
- Supportive help
- Adults give respect, peers don't give respect
- Fun with friends
- Consequences when people are mean
- Don't like going to school when I am tired
- Like my teacher
- Learning new things every day
- Like to go out and play at recess
- Play centres
- Teachers are helpful
- Everyone greets me
- Feel like they are learning
- Good friends
- Connecting to future= becoming a scientist
- Know more stuff now
- Make mistakes and learn
- Fun and exciting
- Trying
- Go to school to go to college
- Reading well
- Positive environment
- Struggle with class size and noise
- Trackers
- Drama with friends outside
- Some not able to tell why they were 'good' with their learning
- Fun and awesome * FUN was mentioned A LOT
- Doing things- library, music, Canada Show, gym
- Knows about finding a right fit for him
- Need friends and have friends
- More confident this year
- Try and get better
- I can figure more things out
- Like challenges
- Many older students judged doing well by their grades
- Teachers there to help

- Some don't like marks and subjects
- Not a lot of bullying
- Show them what to do on assignments
- Can ask when they have problems
- Talked about friends and recess
- One student said, "I'm excited to get out of this jail"
- Drills for fire
- Better than other schools, named Davidson and Bankhead and Vancouver
- Safe
- Teachers care and are useful
- Like gym staff
- Started the year worried and now good
- Lucky to have technology and go to school
- Excited about Canada Show
- Activities other than worksheets
- Math club- getting better at math
- SMART goals
- "kind" school
- Appreciated the opportunities at GME
- More confident learner
- Reading better
- Getting good grades
- Learning important things
- Improve in math
- Doing better than last year
- Not falling behind
- Some hard and some easy, not too hard not too easy
- Doing it faster
- Self-regulation
- Do what they need to do
- Love math
- Respectful
- My friends are here
- People like me and I like them
- New language
- Getting smarter
- 3 fun things to do every day
- Lots of time to play
- Hard but fun
- Feel comfortable
- Feeling loved
- Nice teacher
- Like projects

- Subtraction is hard but don't give up
- Like writing
- Make mistakes, keep trying, brain gets better
- Teachers have patience
- Happy place
- Learning not to react when they get frustrated
- Nice TTOCs
- Best Principal! * someone really said this
- Like to run
- Keep working with grade 6
- Lots of good teachers

What does this tell us?

Question 4: What do you want to learn next? What kind of learner are you?

This was the most entertaining part of the interviews! Our students are curious and brilliant!

*I tried not to repeat.

- Harder math- algebra, square root, multiplication *mentioned in nearly all groups
- Animals- be a vet, training animals, help pets
- Want harder levels of reading
- More about writing
- More cursive writing
- Magic tricks
- More science experiments
- How to take care of yourself in the real world
- Greek mythology
- Be the best I can be
- Architect
- Projects on anything with CHOICE
- Roman numerals
- State capitals (which country is this?)
- Robotics
- More about Aboriginal people
- How to use computers better
- Inventing things
- History
- Be good at soccer
- Making stuff
- Carpentry- building skills
- ART- mentioned in nearly all groups, cool 3 D, drawing, painting, shading
- More about body and bones
- How to drive a car
- How First Nations came here
- Health and being healthy
- French
- Chinese
- How planes fly
- How to roll a snowball
- Technology
- Learn to ski
- French for a living
- Chemistry- pollution and experiments
- Make video games
- Science
- How cars are built

- Snowflakes
- Skateboarding
- Knitting
- Bike riding
- Camping
- Like challenge
- Help parents at work
- More science – rocks
- Make a costume
- Sky and space
- How bodies run
- Back flips
- Artificial lights
- Real life science
- Learn more languages
- How to be a teacher
- Lots of sports
- Nature
- How people make things
- Build things
- Sewing
- Science of explosions
- Build things with wood
- How to make a book on an ipad
- History- ww 1 and 2
- More about what is going on in the world
- Science – dissecting
- Coding
- Basketball and soccer
- Forensic science
- Hear about good things going on in the world
- Environment
- Go deeper with learning
- Cooking
- Engineer
- Video production
- Cartooning
- Fixing stuff
- More puppets
- Write stories
- Youtube
- Butterflies
- More titles of books

- Critical thinker
- Combined subjects- math/art/science
- drama

What kind of learner? How do you learn?

- Not too fast, not too slow
- Emotional learn
- Allowed to be more creative
- Learn on own
- interested
- Learn by listening
- Look at people talking
- Try first on own with hints
- Learners want to control their own learning, learn what they want and go deeper
- Ask clarifying questions
- quiet
- Brave learner
- Work collaboratively
- Short and long term goals
- Listen
- Work alone
- Fix mistakes
- Don't go to the office
- No excuses
- Working with partners and make friends while I learn
- Start slowly and build on it
- Social learner and creative learner
- Do it, see it
- Fast learner
- Learn best with friends
- Go places on fieldtrips
- Active
- Visual, hands on
- Smart and good learner
- Fun learner
- Focus learner
- Inventor, teacher, scientist
- Know how to be curious
- Not connecting to what they are doing in class (K)
- Don't know why they are learning something (K)
- Lifelong learner
- Want to get smarter

- Learn by getting things wrong and trying again
- Comfortable to try new things
- Ask questions
- Not sure what a good learner looked like
- Trouble explaining learning- even though we got so many thoughtful answers, many students were not able to articulate how they learn or what learning looked like- across ages and streams.

What does this tell us?

What do we do with all this information? How do we focus in on what we can do to improve learning opportunities for all?