



January 2009 Report

Director of Instruction
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Aboriginal Education

- Parent and community meetings re: report out from the Advisory and to take information in re: Ab Ed Enhancement Agreement and the 3rd Boundary Annual Report- at the end of January/beginning February
- BANAC bringing in Dr. Lee Brown on February 13 for a full day session
- Schools reported on their plans for supporting struggling Aboriginal learners who are struggling
- Wanda will host the next AB Ed Advisory at Perley on February 4

Early Years Programs

- StrongStart MOE data extraction happening on January 10–
- StrongStart Greenwood Grand Opening – Trustees are invited – date will be a Tuesday or Thursday afternoon - *what are best dates for trustee attendance?*
- Ready Set Learn pre Kindergarten school events are now underway.
- January 15, EDI (Early Development Instrument) Kindergarten teacher training at 8 am with a community EDI results session at 1 pm by Joanne Schroeder from HELP – trustees are all welcome to attend the afternoon session – just let Susan Routley know if you will be there.

Student Services/Special Education

- BCeSIS Individual Education Program training for core trainers happening in January.
- Walker Resource Program – Leland Hauser is moving and has given notice that his last work day is January 22. We are going through the replacement process to fill this position.

Literacy and Learning

- Community Literacy Advisory mtg for January 7 postponed due to weather. (This was to be the first of a 2 step process for the Community Literacy Advisory to determine the agency for co-ordination in the Boundary.
- January 26-27: Rural Strategy Steering Committee met in Vancouver to continue planning October Conference
- Elluminate on-line sessions available Mondays' from 3:30 to 4:30 pm – many different opportunities available and includes a pilot strategy on connecting classrooms around the province – literature and writing circles.
- Leyton Schnellert: February 12, 13 at GFSS. The focus continues to be teaching to diversity and supporting struggling learners in the regular classroom. Thursday will see a Science demo in a class with Terry Nuyten and a debrief session with the observing teachers. Friday will focus on the framework for learning and strategies.

Partnership Projects

- Safer Boundary Initiative –January 8, program evaluation session @ Selkirk College
- Respectful Relationships –three year evaluation now underway.
- SD 51/Freedom Quest Collaborative Partnership pilot project. This involves Youth Drug and Alcohol prevention program services teaming with the Walker Resource program working onsite for up to six hours per week from February to June.
- BC Safe School student survey data for April 2008 has just arrived. This information will be forwarded to GFSS and BCSS. We will also be sharing some or all of these results with Freedom Quest and with the Safer Boundary Initiative Steering Committee.
- The Safer Boundary Initiative and community partners have decided to offer a one-time-only grant for projects in the Boundary that put the Circle of Courage concepts - Belonging, Mastery, Independence, and Generosity - into action. We will be offering small grants for projects that will be completed by June 2009. All schools in the Boundary are encouraged to apply. (see attachments)

Circle of Courage

Training for implementation of the Circle of Courage is called Response Ability Pathways (RAP). Information about RAP and other programs is available through Reclaiming Youth at www.reclaiming.com.



Generosity is intended to provide children with opportunities to demonstrated altruism and helping behaviors. Children learn to understand the value of giving back to the community and being meaningful to someone else.

When our Sense of GENEROSITY is...		
Normal	Distorted	Absent
Altruistic	Noblesse oblige	Selfishness
Caring	Indulgent	Affectionless
Sharing	Plays martyr	Narcissistic
Loyal	Co-dependent	Disloyal
Empathic	Overinvolved	Hardened
Prosocial	Servitude	Antisocial
Supportive	Bondage	Exploitative

The Spirit of Generosity:

*Character is cultivated by concern for others so that the child can say, **I have a purpose for my life.***

Independence focuses on providing children with experiences to develop autonomy and essential life skills. Children and youth learn to accept responsibility. They are empowered to understand how their choices affect their destiny.

When our Sense of INDEPENDENCE is ...		
Normal	Distorted	Absent
Autonomous	Dictatorial	Submissive
Confident	Reckless/Macho	Lacks Confidence
Assertive	Bullies Others	Inferiority
Responsible	Power Struggles	Irresponsible
Inner control	Manipulative	Helplessness
Self-discipline	Rebellious	Undisciplined
Leadership	Defies Authority	Easily Led

The Spirit of Independence:

*Free will is cultivated by responsibility so that the child can say, **I have power to make decisions.***

Belonging emphasizes the importance of individuals having a sense of connectedness to someone or something—families, clubs, church groups, etc. A positive sense of belonging nurtures self-esteem, self-worth, and ultimately equips children with the ability to develop healthy relationships with others.

When our Sense of BELONGING IS...		
Normal	Distorted	Absent
Attached	Gang Loyalty	Unattached
Loving	Craves affection	Guarded
Friendly	Craves acceptance	Rejected
Intimate	Promiscuous	Lonely
Gregarious	Clinging	Aloof
Cooperative	Easily misled	Isolated
Trusting	Overly dependent	Distrustful

The Spirit of Belonging:

*The universal longing for human bonds is cultivated by relationships of trust so the child can say, **I am loved.***

Mastery refers to the importance of children and youth developing skills that help them produce and exercise competence, achievement, and control over self. Children gain mastery by learning new skills through daily life and enrichment activities in which their environment provides them with multiple opportunities to tap personal talents.

When our Sense of MASTERY is...		
Normal	Distorted	Absent
Achiever	Overachiever	Nonachiever
Successful	Arrogant	Failure Oriented
Creative	Risk-seeker	Avoids Risks
Problem-solver	Cheater	Fears challenges
Motivated	Workaholic	Unmotivated
Persistent	Compulsive	Gives up easily
Competent	Delinquent skills	Inadequate

The Spirit of Mastery:

*The inborn thirst for learning is cultivated; by learning to cope with the world, the child can say, **I can succeed***



PROBLEMS AS OPPORTUNITY



STRENGTHS

Attachment

- trust
- warmth
- friendship
- cooperation
- acceptance

Achievement

- talent
- concentration
- comprehension
- organization
- coping

Autonomy

- responsibility
- assertiveness
- self-confidence
- self-control
- optimism

Altruism

- respect
- kindness
- empathy
- forgiveness
- purpose

PROBLEMS

Alienation

- distrust
- withdrawal
- detachment
- antagonism
- exclusion

Incompetence

- inadequacy
- disinterest
- confusion
- chaos
- defeat

Irresponsibility

- undependability
- rebelliousness
- easily misled
- recklessness
- helplessness

Selfishness

- disrespect
- indifference
- rancor
- vengeance
- emptiness

GOALS FOR GROWTH

Belonging

- a.
- b.
- c.

Mastery

- a.
- b.
- c.

Independence

- a.
- b.
- c.

Generosity

- a.
- b.
- c.