

MEET THE TEACHER - DENIS WALSH



TODAY'S AGENDA:

1. OUR CLASS - GRADE 4/5
2. TEACHING PHILOSOPHIES
3. YEAR'S PLAN
4. ASSESSMENT
5. Q&A

Today's Key Points:

1. Who am I?
 - I'm sure you'd like to know
2. Inclusive Education
 - Our diverse class provides benefits and challenges to be addressed
3. The First Peoples Principles of Learning
 - We incorporate these guidelines into all areas
4. Differentiated Instruction
 - Our program is designed to fit the needs of all students
5. Our Program and Assessment
 - We build everything from the BC curriculum to ensure balanced learning that meets government expectations

OUR CLASS: MR. WALSH

DECEMBER 1ST, 1988



About Me:

- Born and raised in North Vancouver, BC
 - Seymour Heights Elementary (K-7)
 - Windsor Secondary (8-12)
- Fifth born in a family of eight (4 boys, 4 girls)
- I enjoy singing, classical and opera, camping, puzzle games, video games, studying languages, world traveling and living abroad, being with and making new friends

Experience:

- Teaching in Japan with instruction in English
 - 2013 - 2017 - Cram schools for preschool - grade 12
 - 2017 - 2018 - Full-day kindergarten/preschool
- Teaching background in BC
 - Summer camps, day camps, drama, band, choir, private music instruction in voice, music theory, piano, guitar, bass, and saxophone

- **University of British Columbia: Bachelor of Education (2020)**
- **University of British Columbia: Bachelor of Music (2011)**
- **Capilano University Music Transfer Program (2008)**

Teaching and Learning Values:

Child safety and emotional well-being, family communication, honesty, self-motivation, adventure, resilience, mutual respect, effort, accountability

INCLUSIVE EDUCATION, TEACHING TO DIVERSITY

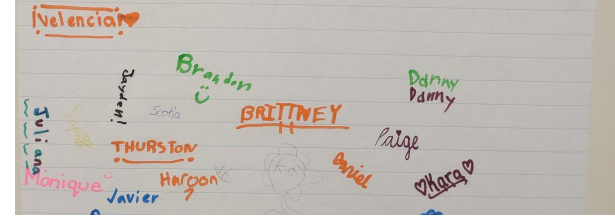


- **A diverse classroom offers opportunity:**

- Wide base of knowledge, experiences, opinions, languages, acknowledgment of biases, empathy

The classroom contract is a good start towards our commitment. We'll update it as we define our community together.

- We will show respect to:
 - our environment
 - our peers
 - ourselves
 - teachers
 - parents
- We will stay on task
 - sitting at desks
 - looking at teacher
 - listening quietly
 - raising hands to speak
- We will show effort and improvement
 - focus
 - ask for help
 - keep chatting down
 - help others




Challenges

- ❑ Ensure all cultures and differences are accepted, supported, and represented in our words and actions, and lesson material
- ❑ Address different needs, learning styles, and ideas about things like:
 - participation, homework, speaking out, asking questions, making comments, peer/teacher relationships, extra support, family communication, and anything else that may come up

PS

Commitment to an inclusive classroom is part of all students' **personal and social** competency.



Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

FIRST PEOPLES PRINCIPLES OF LEARNING (FPPOL)

- Fulfil the goals of certain stakeholders:
 - BC Diversity in schools policy
 - Truth and Reconciliation Commission of Canada
 - Canada's call to action
 - Canadian Charter of Rights and Freedoms

These principles apply to all subjects, and are taken into consideration when planning for any unit or lesson. We will cover them in detail in a social studies unit.



Exploring our identities and sharing in other cultures through all subjects builds the students' **communication** competency.

The FPPoL are formed from education models developed by Indigenous groups both currently and historically, but are not representative of any singular society. They encompass the values of nature, identity, human rights, and respect, among others.

For example - SOGI issues in Indigenous cultures predate the Canadian government's equality rights (pre-settler roles for two spirit people of minority gender identities and sexual orientations exist diversely among Indigenous cultures).

DIFFERENTIATED INSTRUCTION

- Inspired by the Universal Design for Learning (UDL), our learning begins by sparking interest and curiosity
- Multiple ways of understanding, expressing, and completing school activities and assignments are offered and tailored to individual strengths and needs
- Focusing on students interests fosters self-motivation and regulated learning

if we can find a way to inspire our students to create learning opportunities for themselves, it's almost as though there are no challenges that can't be overcome

CAST  25 YEARS OF INNOVATION 1984-2009

Transforming education through Universal Design for Learning — <http://www.cast.org>

UDL at a glance



Inquiring about *what* topics to study and *how* to demonstrate that knowledge activates students' **thinking** competency.

OUR YEAR'S PLAN: OVERVIEW

The Grade 5 curriculum ideas are used in this presentation

Classes	Term 1	Term 2	Term 3
Art and Music	Mixed media, lines, bells ensemble	Personal expression, depth and layering, choral singing	Digital design, graphic and a/v production, small ensembles
Core French	Personal Introductions Fundamental basics	Sharing opinions	Food / Francophone culture
English Language Arts	Daily Oral Language Story elements	Narrative and poetry writing	Novel Study
Math	Multiplication / Division	Fractions / Decimals	Measurement and Geometry
Physical and Health Education	Net / Wall Games	Invasion / Territory	Outdoor / Health
Science	Matter (Chemistry)	Body Systems (Biology)	Energy and Power (Physics)
Social Studies	Immigration / Canada's regional geography	Multiculturalism / Indigenous Relations	Identity, history, and significance

OUR YEAR'S PLAN (ENGLISH LANGUAGE ARTS):

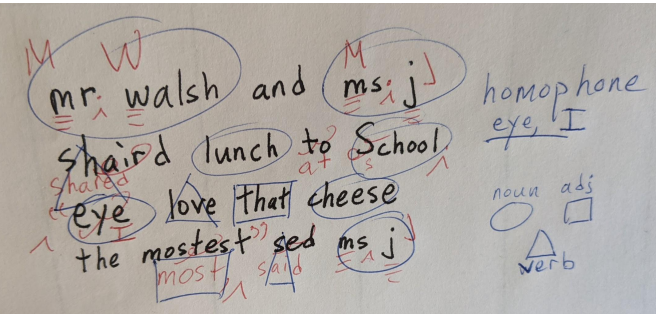
Language and text can be a source of creativity and joy

Using language in creative and playful ways helps us understand how language works

Texts can be understood from different perspectives

Exploring stories and texts helps us understand ourselves and make connections to others and to the world

Questioning what we perceive contributes to us becoming educated and engaged citizens



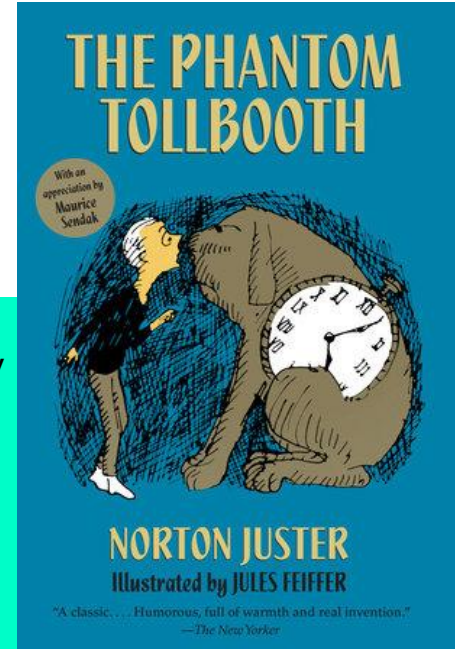
← A rough draft of our earlier, simpler DOL exercises.

DOL builds the academic language skills that future institutions will look for.

In daily oral language (DOL) we play with English language every day. We correct errors and discuss how to make a sentence more interesting.

Through in-class reading, our novel study brings the class together no matter what their skill level in reading is.

Novel study stations encourage collaboration and social responsibility.



OUR YEAR'S PLAN (SOCIAL STUDIES):

Natural resources continue to shape the economy and identity of different regions of Canada

Immigration and multiculturalism shape Canadian society

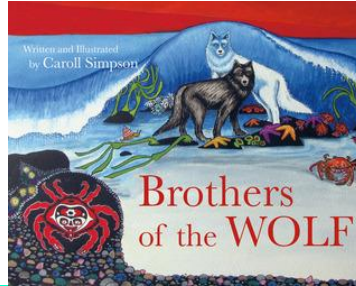
Canadian institutions and government reflect the challenge of our regional diversity

Canada's policies and treatment of minority peoples have negative and positive legacies

Cross-Curricular, Hands-On Project

Grades 4-6

**A Social Studies Resource
Regions of Canada.
Creating an interactive hands-on project:
Diorama**



Indigenous literature and art are strong learning tools that bring multiple subjects together

Our goal is to learn from Indigenous guests as we study the FPPoL together

Dioramas bring the visual arts into social studies lessons while exploring natural resources and geography



Willie, an Elder at Grouse Mountain shares stories and songs with schools at the feast house

OUR YEAR'S PLAN (HEALTH, OUTDOOR, AND PHYSICAL EDUCATION):

DPA enables us to practice skillful movement and helps develop personal fitness

Knowing what we enjoy and finding chances to do it helps develop an active lifestyle

Understanding ourselves and aspects of health develop a balanced lifestyle

Personal choice and social and environmental factors influence our health and well-being

Developing healthy relationships helps us feel connected, supported, and valued

Note that the BC curriculum has nothing directing classes to learn or strive to excel at any sport or particular athletic skill.



In addition to teaching games for understanding and cooperation, we will learn to garden using seeds from UBC library and our own school garden in the parking lot. Our goal is to return new seeds to UBC next year.

gardens can help heal spiritual and emotional wounds, connecting to their ability to grow things that heal physical wounds as well

ASSESSMENT

- **Report cards will use the new rating system**
 - Emerging → Developing → Proficient → Extending
 - Proficient generally means criteria has been met, extending means a student did something I hadn't thought of
- **Everything a student does is assessed**
 - If criteria was given, the report card rating system is used
 - Criteria may be inquired and determined as a class, and a **rubric** will reflect the criteria (see next slide for example)
 - If not, a check mark and maybe a comment will suffice to show the student is on the right track

Peer/Self Assessment

- Reflective journals help students express their concerns and share their successes with me
- In most settings, students will have a chance to add their voice before receiving marks (see rubric example)

ASSESSMENT (RUBRIC EXAMPLE)

Ext- SW

Name: [Redacted]

Date: 2020-02-05 "Edward and Dave Hunt"

Task: Students will create book covers, character profiles, setting descriptions, and an original middle and ending based on listening to a short reading excerpt.

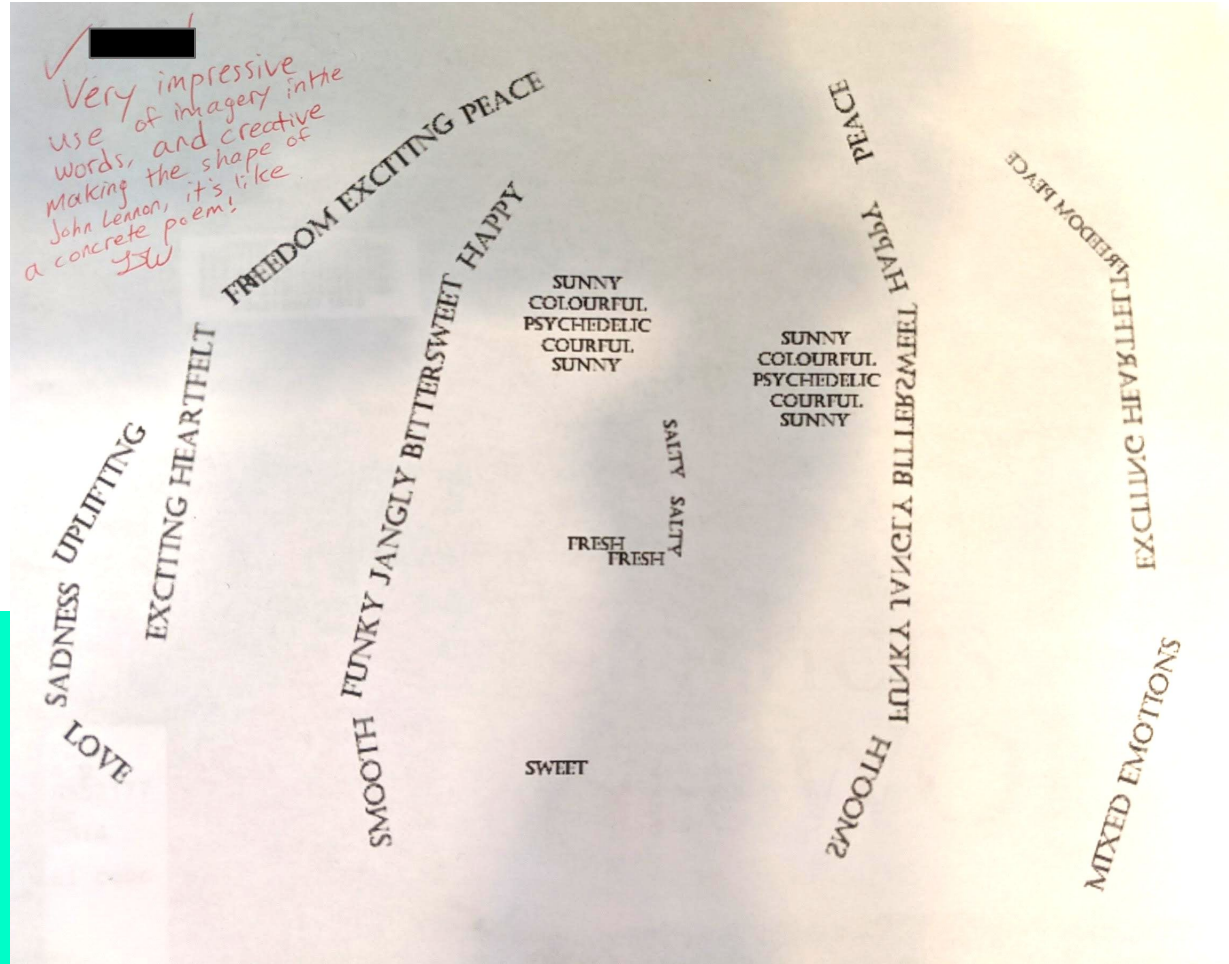
	Emerging	Developing	Proficient	Extending	Student's Voice	Teacher's Voice
<p>Content</p> <p>Ext-</p>	<p>-Student output is very low to non-existent</p>	<p>-Elements are missing, -Completed work is very low in quantity or unfinished</p>	<p>-All work is completed -Total output reaches 3 or more pages or equivalent You did 4 pages in my opinion. Plus "Timothy and the awards" counts for me, so 6.</p>	<p>-Cover contains additional elements ✓ (example: caption, teaser line) -Characters have complex interpersonal traits (example: fears, dreams) -More than 2 characters profiles are made</p>	<p>I think I got Proficient because I did two pages and my 2 works count</p>	<p>"Trespassing" and " could have had his own profile." You've still given me more than enough to show me you can make stories like this. Maybe this one needs a "part 2"</p>
<p>Organization</p> <p>Pro</p>	<p>-Student output is not handed in together or in correct order -Output shows no signs of connectedness</p>	<p>-Elements are not connected in any way -Story plots are inconsistent in POV, tense, and/or setting</p>	<p>-Elements are submitted completely, and in proper order ✓ -Teacher-assigned format is followed ✓ (cover, character profiles, setting description, then original plot. I think you underestimate</p>	<p>-Submitted work contains or displays organization beyond expected criteria (example: ribbon bound book, laminated, acted out live...) connections seemed good to me (adventurous troublemakers)</p>	<p>The elements in my story were not really connected so about Developing.</p>	<p>Everything is here, thanks for also handing in your notes and example plot (Timothy.) Connections are good, the pork/fish stuff isn't in your plot though, at least not yet.</p>
<p>Comprehension</p> <p>Ext+</p>	<p>-Students show lack of understanding of the terms setting, character and plot -Students are unable to identify these elements in their work</p>	<p>-Students show some understanding of setting (example: place but not time), character (example: name/appearance but not personality), and plot (example: beginning, middle, end but not climax)</p>	<p>-Students know where and when their setting is, who their characters are, and what their plot is ✓ -Work shows deliberate display of this knowledge ✓</p>	<p>-Students create their own unique settings, characters, and plots while still deriving it from the excerpt ✓ -Students display an understanding of character motivation ✓ -Students display a directional use of plot leading to a climax and concluding with a resolution</p>	<p>I know that my setting was okay, but my characters were quite accurate so I think I got Proficient</p>	<p>This was about you making the story your own, which you did. This made me think of a chapter with like a mini-climax (meeting the father) and more story is meant to come after</p>

also has "cliff hanger"

ASSESSMENT (COMMENT EXAMPLE)

Comment:

____! Very impressive use of imagery in the words, and creative making the shape of John Lennon, it's like a concrete poem! DW



This poem will receive a mark (in this case, extending) in addition to the comment, but that won't always be the case for smaller assignments

WANT TO KNOW MORE?

Biography at UBC:

<https://ecps.educ.ubc.ca/mecps-aloysius-anyichie-ecps-hdlc-ph-d-candidate/>

Research he has either made or referred me to:

Anyichie, A. C. (2018). *Supporting all learners' engagement in a multicultural classroom using a culturally responsive self-regulated learning framework* (T). University of British Columbia. Retrieved from <https://open.library.ubc.ca/collections/ubctheses/24/items/1.0375773>

Anyichie, A. C., & Butler, D. L. (2017). A Culturally responsive self-regulated learning framework. [Link](#)

Kieran, L., & Anderson, C. (2019). Connecting universal design for learning with culturally responsive teaching. *Education and Urban Society*, 51(9), 1202-1216. doi:10.1177/0013124518785012



Aloysius "Aloy" Anyichie is a PhD candidate who teaches about diversity and development in elementary education at UBC. His research is where much of my culturally responsive, universal design, and inclusive education ideas come from

THANK YOU ALL AND SEE YOU
SOON!

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