Lillooet Secondary School ~ Middle School

Growing Innovations Symposium 2019/2020

What is the current status of your inquiry?

Community Interviews

Our initial goal was to provide project based learning in a program environment to help deepen learning, increase engagement, and provide an authentic audience. We tried to model our teaching around the PBL model used by High Tech High.

We kicked off our first unit around the essential question, 'what makes a good neighbour?'. Students interviewed neighbours of the school to gain perspective, and began gaining skills relevant to prototyping.

We were fortunate enough to be the Think Tank Classroom for our District's Deeper Learning Network. During the rounds, students were interviewed and gave us very specific feedback. Although we were braced for the stretches we'd had as a collaborative team, students could clearly articulate deep learning in a 'new-to-them' skills based style.

We were able to complete, and exhibit our program-wide project just before Spring Break. Even though we had agreed to adjust the end product to allow for a second project to run after Spring Break, students wanted to continue working on their prototypes.

We had just finished planning our next project with one of our local Indigenous Communities; however, due to COVID-19, we have had to press pause.

Exhibition

Community Reception

Community Interview

Community Interview

Making wreaths for interviewees

Artifact Construction

Our Artifact...

Our artifact is our [one-column rubric](#) we used for our project assessment. It references each step of our project, and was refined over many collaboration sessions.

It really represents our journey as a team. At each section we had a shift in the team (additions and movement within). As a whole, we have all been a part of it.

Good Neighbour Unit Assessment

REVISIONS *Areas that need work*	CRITERIA *Standards for this project*	MASTERY- *Evidence of exemplary performance*
	In this project, I...	
	ENGAGED WITH COMMUNITY - developed and participated in empathetic interviews - accessed information and ideas from community members - used inquiry skills to ask questions, gather information and communicate findings - reflected upon and developed a solution that met the needs of the community - gathered and analyzed data in a variety of ways - conducted empathetic interviews - participated in a gallery walk that produced visual data of how we are doing as neighbours	
	COLLABORATED WITH PEERS - managed a team or worked productively as a member of a team - created objectives for team members collaboratively - met deadlines and constructed collaborative plans - discussed and shared viewpoints - made and carried out group decisions - coordinated plans with community members, teachers, or experts	
	DELIVERED A BOARD PRESENTATION - created a professional presentation that considered audience, purpose and message - expressed an opinion and supported it with credible evidence - received feedback and applied critiques to project refining - articulated and communicated complex data and information in artful and convincing ways - participated in public speaking which required risk - designed a presentation method that was appropriate for the audience	
	CREATED AN ARTIFACT - demonstrated the use of empathic design processes - took creative risks in generating ideas, enhancing the ideas of my group members - included evidence of prototyping - helped bring one prototype to completion, visually demonstrating "beautiful work," a professional finished project with potential for real-life function - integrated feedback from critiques to enhance the project as it developed - helped communicate all of the processes that led to this step at an exhibition of learning - met the challenge/problem identified in the empathy interview	
	COMMUNICATED THE ARTIFACT STORY/REFLECTION - Answered all questions to 'tell the project story' - Writing included narrative and expository forms - Writing went through editing process and is free from spelling, punctuation, and grammatical errors - Used writing and design processes to plan, develop, and create meaningful written reflection - Assessed and refined texts to improve their clarity, effectiveness, and impact - Engaged in meaningful reflection of self, project, team, and/or process, considering improvements, changes, next steps, and successes - Showed ability to "connect the dots" of the project by relating it to personal experience and personal learning - Able to communicate the "why" of the project by making references to new learning and skills that were developed over the course of the project.	

What have you learned/ figured out?

Student designed & built prototype artifacts

We have learned that collaborating across a large team takes a lot of time. Going forward, we need to be very specific with our actions and time management when we collaborate.

We will also employ better project planning frames to keep our working planning documents more concise and clear.

We will focus on building and timetabling anchor lessons to support students in their learning and process by explicitly teaching skills, competencies and content. We need to include deadlines to help our students manage their time better.

We will continue to use the one column rubric as our key assessment tool.

We learned that even though we collaborated, we need to collaborate more, while seeking the input from students. It creates more understanding, and supports better learning.

What is our plan moving forward?

Artifact Construction

We hope to continue providing deep learning experiences for our students as a collaborative program. Including our Indigenous communities is a priority for next year.

Taking student feedback from the Think Tank Rounds will help us structure our timetable in a way that continues to allow for strong relationships, and collaboration time between peers/educators.

We will try and pace our projects better in the months to come, and provide structured anchor and mini-lessons for our students.