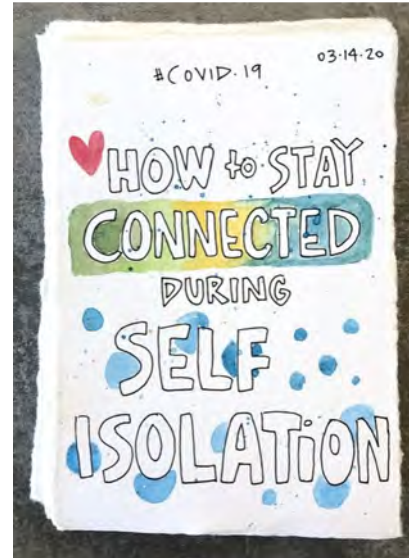


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- Move into Gallery View + hide Self View
- Add your pronouns to your name using ...
- In the chat greet the group (invitation to locate yourself on Indigenous territory as a decolonizing practice)



[Gorgeous work from Sam Bradd @ Drawing Change \[click for full set of images!\]](#)

1

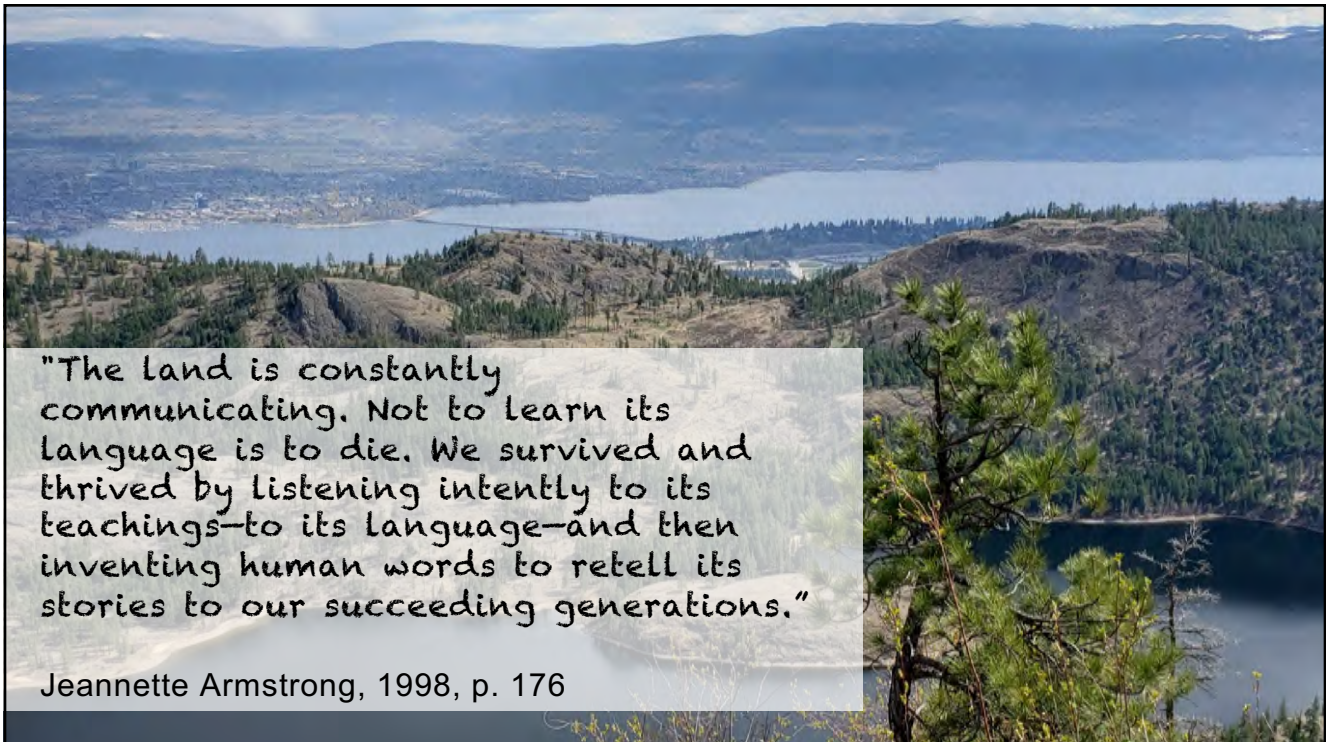
The 7th Annual Small Secondary School Think Tank



May 27 and 28, 2021

Hosted by Okanagan School of Education,
UBC Eleanor Rix Professorship, and Rural Education Advisory

2



3

Today's agenda

10:00-10:40 - Welcome, History & Context of the Small School Think Tank

10:40-10:45 - Break

10:45-11:30 - Case Study School

11:30-11:40 - Break

11:40-12:15 - Jennifer McCrae, ADM, Learning Div., Min of Ed

12:15-1:00 - Lunch

1:00-2:15 - Design Process

2:30-3:15 - Cross-group and whole group sharing

3:15-3:30 - Learning Team Discussions



4

Our Purposes:

- Support the case study school and each other in growing innovation in small secondary schools across British Columbia
- Shine a light on the remarkable efforts we already undertake
- Realize powerful transformation opportunities within our contexts
- Connect and collaborate across roles, districts, institutions



[Gorgeous work from Sam Bradd @ Drawing Change \[click for full set of images!\]](#)

5

The Rural Education Advisory

- Conceptualized in 2011 as a partnership between rural school districts, the Ministry of Education, and the Eleanor Rix Professorship (University of British Columbia)
- Committed to taking a strength-based, problem solving approach to conversations about education in rural settings.
- Operates as a rural commons, with clarity of purpose regularly communicated

6

The Rural Commons: A Framework to Support Rural Education

- **The Rural Commons is a gathering place for educators committed to defining, celebrating and furthering rural education in BC. It is a vehicle for connecting rural educators and communities and promoting rural “voices”.**

Curated website: <http://www.ruralteachers.com/>

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Rural Education Advisory: Rural Commons in Practice

- **Growing Innovation in Rural Sites of Learning**
- **Structured, problem solving conversations**
 - May 5: Recruitment and Retention in Rural and Remote Areas
- **Partner, Small Secondary School Think Tank**

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Some Key Assumptions

- Rural classrooms & schools are often sites of imaginative, progressive pedagogy that is worth recognizing and celebrating
- Grassroots innovations are most likely to take hold
- Building intentional learning communities will nurture innovative practices through support, dialogue, collaboration, examination of lessons learned and research.

9

1. Two frolleagues skip class
2. Choose a "case" that needs collective expertise
3. Use design thinking and prototype possible solutions
4. Gather with inspiring K-12, post-sec and MoE colleagues in a cool ILC space at UBC-Okanagan (or online!)
5. Connect the Rural Education Advisory Committee
5. and wine

And a small secondary think tank was born

2013-2021 Setting the context for secondary revisioning

10

And the magic of innovation
iterates each year

Sharing inspiration and joy
deepening equity and
rich learning for youth
revisoning secondary learning
across BC



11

System Change in Education

TABLE 1

Key Inhibiting Factors in the Grammar of Schooling

1. Teaching as transmission of existing knowledge (teacher to student)
2. Batching of students by age, grade, and subject
3. Egg-crate classrooms led by individual teachers
4. Uniform scheduling
5. Testing by grade and/or subject coupled with accountability
6. Ignoring or miscasting the inequity problem
7. Custodial and sorting roles of schools
8. Separation of parents/communities from schools

OUR THINK TANKS
HAVE TACKLED
SOME THORNY
ISSUES IN THE
TRADITIONAL
GRAMMAR OF
SCHOOLING



From Fullan, M. (2020). System Change in Education.
American Journal of Education, 126(4), 653-663.
<https://doi.org/10.1086/709975>

IN THE CHAT:
WHAT'S ONE INHIBITOR THAT YOU
HAVE ABOLISHED?
OR
ONE THAT KEEP YOU UP AT NIGHT?

12

"The invitation calling me is 'How can we stay connected to each other in any way in a time of social distancing?' The pragmatic manifestation of that will be to think with fellow practitioners, share practices, insights, ideas and inspirations on how groups can productively meet, engage, connect and then experiment and iterate to make progress online in a way that builds on our strengths and helps us move past fear into abundant action."

- [Nancy White, Guru of Gathering Amazingly Online](#)

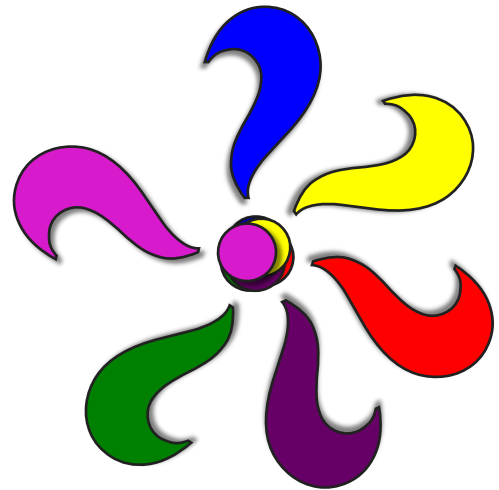
"The simple truth is that this disease is causing suffering and inequity across the world, to people's bodies, their livelihoods, their spirits and emotional wellbeing. Furthermore, we are only as strong as the most vulnerable person in our community, so now more than ever it is imperative for us to decolonize from individualism and reconnect with ways of community care."

- [NDN Collective, "Decolonizing Community Care in Response to COVID-19"](#)

13

Orientation – Sara Ahmed

- Invitation to take care of the space we make together
- Emergent perspective
- Responding to what we find genuine
- Learning through conversation
- Listening to others and collecting ideas and perspectives



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Think Tank Coordination/Facilitation Team

Rob Johnson, Associate Professor, Okanagan School of Education

Wendy Kenward, Graphic Recorder, Raven Consulting

Donna Kozak, Adjunct Faculty, UBC Faculty of Education

Leyton Schnellert, Eleanor Rix Professor of Rural Teacher Education/Rural Education Advisory Co-Chair



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Visual Documentation

Breathing life into our ideas and thinking by making visual what is spoken and shared through our collective energy.



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Visual Documentation

"Visual practice makes the fleeting and ephemeral nature of spoken conversation concrete. Drawings can take infinite form: brushstrokes expressing gesture, metaphors that offer common ground, maps to guide a system, and devise for reconciliation."

(Agerbeck, 2016)

Visual Maps drawn by Wendy Kenward, Raven Community Development

<https://www.ravencommunitydevelopment.org>



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Observation of ordinary moments provides an opportunity for us to wonder at what we are seeing.

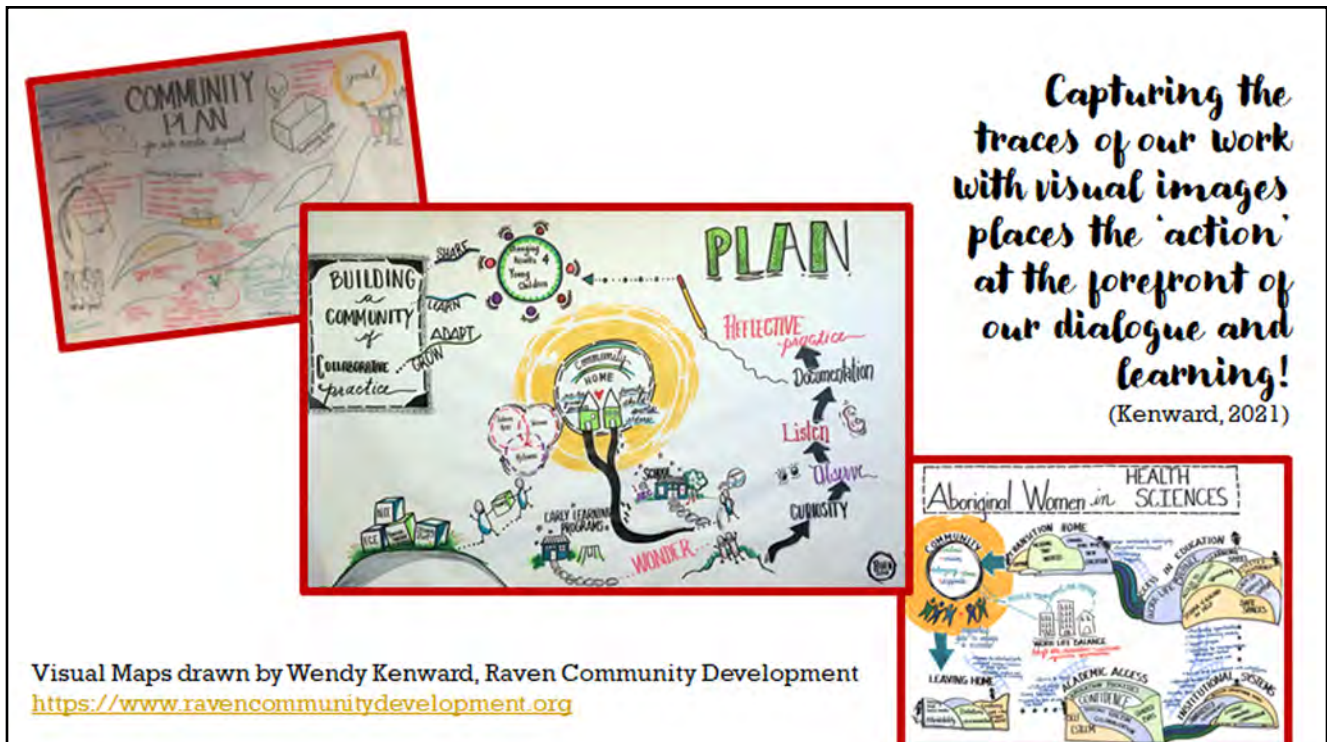
Listen carefully, pay attention to what is happening.

Traces can be artifacts such as photos, notes, text, audio, journals, digital data or materials created by the children (drawings, paintings, and constructions).

(BC Early Learning Framework, 2020)

Or in visual representation of ideas and thoughts that bring us to common ground and make sense of our ideas. (Agerbeck, 2016)

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Mt Sentinel Case Study



Mount Sentinel
Secondary School



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22

Jenn McCrae
-Assistant Deputy Minister, Learning Division



23

Learning Teams



24



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Looking back, moving forward

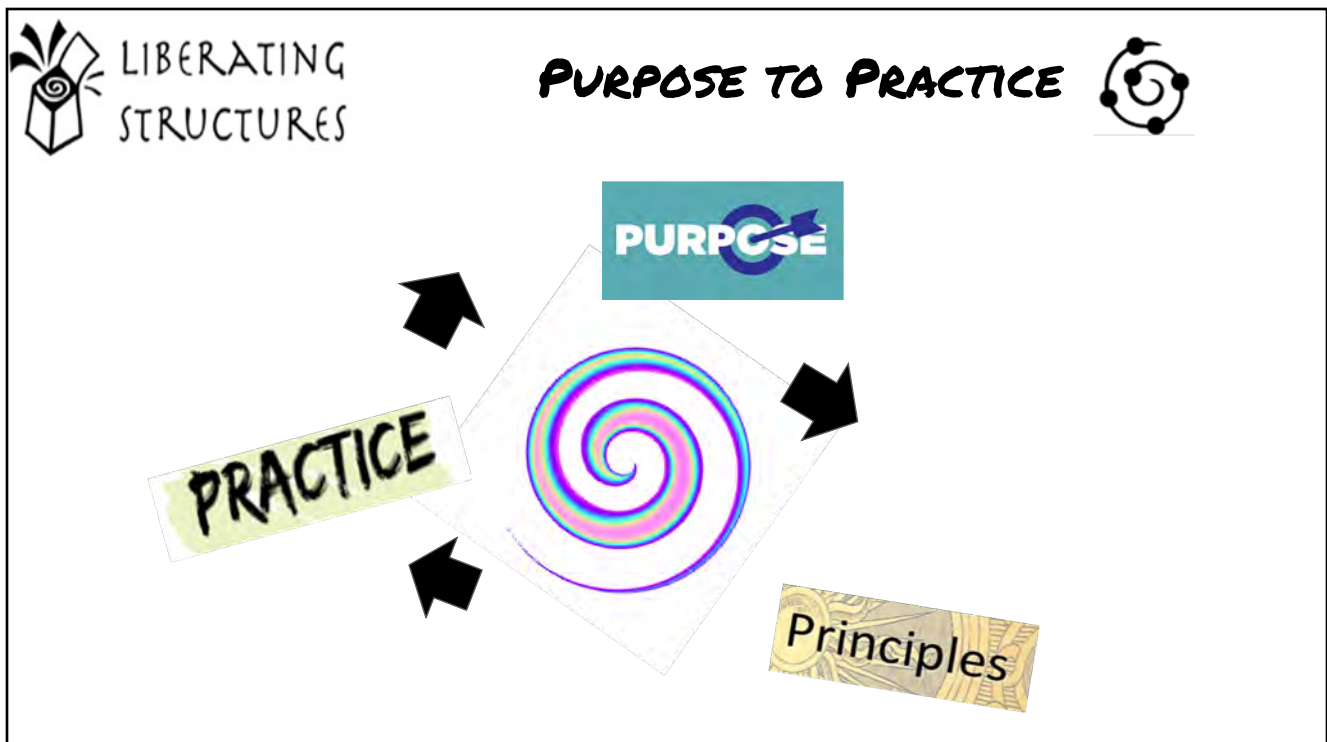


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Mount Sentinel's Questions

1. How can we redesign our school-wide timetable to be more flexible, inclusive, and offer opportunities for collaboration between more teachers and students?
2. With transitions into and out of the MYP in mind, how can we best structure an integrated middle years program to support literacy, numeracy, and relationship-building?
3. How can we honour kids' excitement about elective-type specialty learning and the potential for integrated learning (with access to expertise and specialized spaces)?
4. What practices and approaches can we deepen and take up that will increase inclusion, equity-centered school transformation, and learning success (literacy/numeracy, academic, and social-emotional/well-being)?

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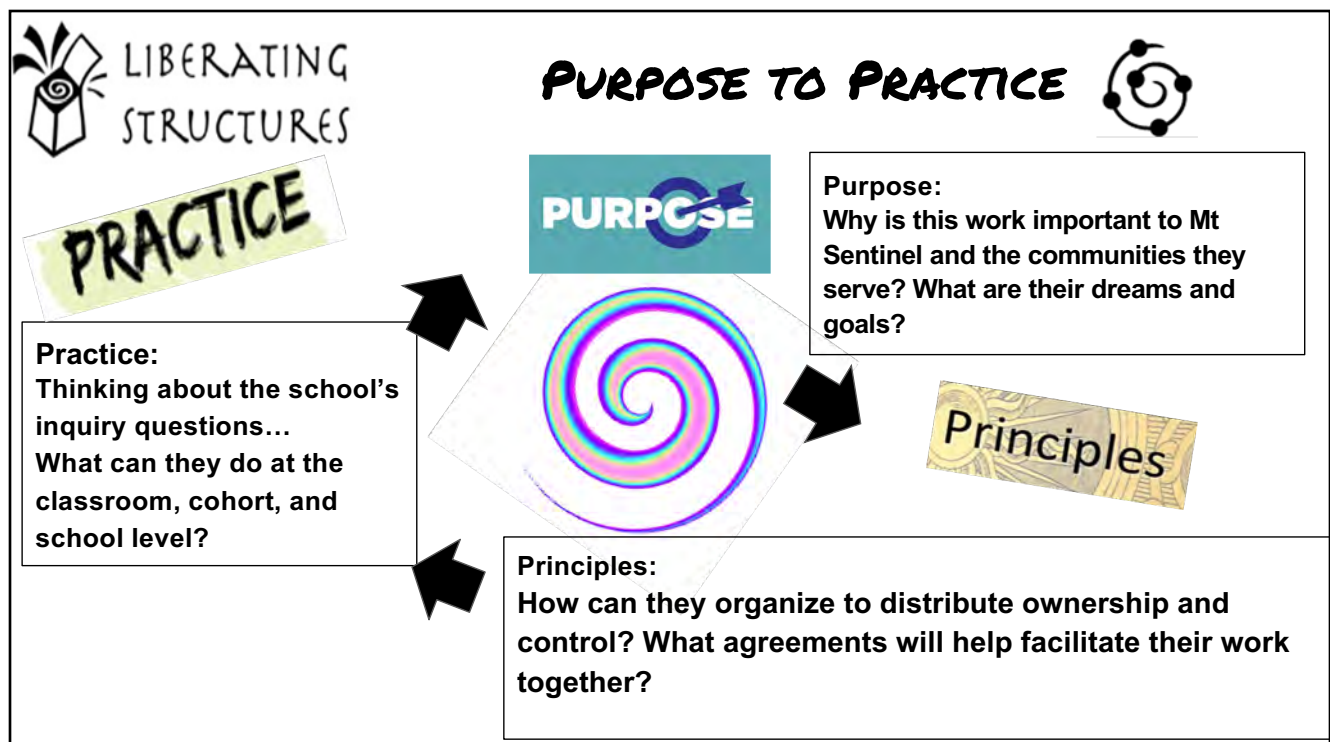


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WHY? Purposes

- Engage and focus everyone's imagination in designing the collective future of participants
 - Avoid "design" by a small group of people or experts-only behind closed doors
 - Pull together all the elements needed to launch and sustain an effort, thereby avoiding a fragmented process
 - Develop innovative strategies that can be implemented and spread quickly because there is shared ownership
 - Increase resilience and the ability to absorb disruptions by distributing power fairly
 - Build the capacity to rapidly adapt any of the elements to changing circumstances
- (<https://www.liberatingstructures.com/33-purpose-to-practice-p2p/>)

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Stormboard

Why is this work important?



How might they work **TOGETHER?**

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From purpose to practice

In your group's slide:

- Using pictures, words, and/or diagrams, construct a representation that reflects the vision of the school team and responds to their questions
- If your group has time, feel free to add principles for participation in their innovation

<https://docs.google.com/presentation/d/1T4xg1OmhV9j8FY9dClCgRBPXUqkOQkQ9USOotlz67wo/edit?usp=sharing>

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SHARING ACROSS GROUPS

PURPOSE TO PRACTICE



PRACTICE

Practice:

Thinking about the school's inquiry questions...
What can they do at the classroom, cohort, and school level?

PURPOSE

Purpose:

Why is this work important to Mt Sentinel and the communities they serve? What are their dreams and goals?

Principles

Principles:

How can they organize to distribute ownership and control?
What agreements will help facilitate their work together?

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Grp #		Grp #		Grp #		Grp #	
1	Brian Faucher SD5 Teresa Berdusco SD20 Amanda Palmer SD53 Nancy Tormene SD82	6	Steve Wyer SD6 Michelle Strasser SD20 Carla Rouke SD52 Jeff Rockwell SD84	11	Danielle Simm SD8 Krista Brynjolfson SD48 Dustin Hyde SD67 Jill Jensen SD92	16	Jaime Sing SD10 Brad Burns SD52 Kristy Dolha SD73 Greg Lawley SD78
2	Stephen Larsen SD5 Matt Slyhuis SD33 Debbie Kaban SD57 Angela Stott SD73	7	Katie Comrie SD8 Brooke Haller SD33 Dave Remple SD74 Gillian Walkus SD85	12	Shelley Maloff SD8 Heather Slaney SD51 Aaron Jezovit SD74 Denise Dowswell SD91	17	Terry Taylor SD10 Javan Johnson SD51 Jameel Aziz SD58 Rosalee Floyd SD78
3	Tanya Wagner SD5 Briane Aldcroft SD48 Scott Tremblay SD53 Thomas Lowe SD73	8	Jordon Konken SD8 Tara Burtenshaw SD27 Naryn Searcy SD53 Jackie Borasa SD92	13	Peter Dubinsky SD10 Kim Notowny SD27 Margaret Wiebe SD60 Kyla Hadden SD83	18	Graham Gale SD19 Chantal St Jacques SD20 Gian Cavaliere SD58 Kim Fennell SD73
4	Kelsey Doolaar SD6 Natasha Dutka SD20 Balan Moorthy SD78 Charity Peal SD92	9	Rachel Lacroix SD8 Sandra Pond SD52 Russell Reid SD67 Lena Miller SD91	14	Peter Gajda SD10 Marcus Toneatto SD53 Crystal Larsen SD58 Mercedes Ducharme SD91	19	Mike Hooker SD19 Sasha McLachlan SD48 Bo McFarlane SD51 Anna Cunningham SD85
5	Viveka Johnson SD6 Eron Reoch SD20 Mike Seitzinger SD74 Joshua Boldt SD82	10	Danny Leeming SD8 Craig Munroe SD27 Lisa Franke SD57 Geraldine Lawlor SD82	15	Mark Lada SD10 Janet Carroll SD33 Glen Longley SD60 Leah Hubbard SD85	20	Greg Kenyon SD19 Sommer Belanger SD20 Stacey Parsons SD33 Sean Broderick SD84

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Sharing Across Groups

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35

Last	First	Grp #	Last	First	Grp #	Last	First	Grp #	Last	First	Grp #
Aldcroft	Briane	1	Faucher	Brian	2	Larsen	Crystal	3	Reoch	Eron	4
Aziz	Jameel	1	Fennell	Kim	2	Larsen	Stephen	3	Rockwell	Jeff	4
Belanger	Sommer	1	Floyd	Rosalee	2	Lawley	Greg	3	Rouke	Carla	4
Berdusco	Teresa	1	Franke	Lisa	2	Lawlor	Geraldine	3	Searcy	Naryn	4
Boldt	Joshua	1	Gajda	Peter	2	Leeming	Danny	3	Seitzinger	Mike	4
Borasa	Jackie	1	Gale	Graham	2	Longley	Glen	3	Simm	Danielle	4
Broderick	Sean	1	Hadden	Kyla	2	Lowe	Thomas	3	Sing	Jaime	4
Brynjolfson	Krista	1	Haller	Brooke	2	Maloff	Shelley	3	Slaney	Heather	4
Burns	Brad	1	Hooker	Mike	2	McFarlane	Bo	3	Slyhuis	Matt	4
Burtenshaw	Tara	1	Hubbard	Leah	2	McLachlan	Sasha	3	St. Jacques	Chantal	4
Carroll	Janet	1	Hyde	Dustin	2	Miller	Lena	3	Stott	Angela	4
Cavaliere	Gian	1	Jensen	Jill	2	Moorthy	Balan	3	Strasser	Michelle	4
Comrie	Katie	1	Jezovit	Aaron	2	Munroe	Craig	3	Taylor	Terry	4
Cunningham	Anna	1	Johnson	Javan	2	Notowny	Kim	3	Toneatto	Marcus	4
Dolha	Kristy	1	Johnson	Viveka	2	Palmer	Amanda	3	Tormene	Nancy	4
Doolaar	Kelsey	1	Kaban	Debbie	2	Parsons	Stacey	3	Tremblay	Scott	4
Dowswell	Denise	1	Kenyon	Greg	2	Peal	Charity	3	Wagner	Tanya	4
Dubinsky	Peter	1	Konken	Jordon	2	Pond	Sandra	3	Walkus	Gillian	4
Ducharme	Mercedes	1	Lacroix	Rachel	2	Reid	Russell	3	Wiebe	Margaret	4
Dutka	Natasha	1	Lada	Mark	2	Remple	Dave	3	Wyer	Steve	4

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Your group number corresponds to your school district #. If you don't see your name, please go to your SD# group.

First Name	Last Name	Room #	First Name	Last Name	Room #	First Name	Last Name	Room #	First Name	Last Name	Room #
Bryan	Faucher	5	Sommer	Belanger	20	Brad	Burns	53	Brent	Close	74
Stephen	Larsen	5	Teresa	Berlusconi	20	Amanda	Palmer	53	Aaron	Jezovit	74
Tanya	Wagner	5	Natasha	Dutka	20	Naryn	Searcy	53	Dave	Remple	74
Kelsey	Doolaar	6	Erin	Reoch	20	Marcus	Toneatto	53	Michael	Seitzinger	74
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Katie	Comrie	8	Tara	Burtensh	27	Lisa	Franke	57	Balan	Moorthy	78
Jordon	Konken	8	Craig	Munroe	27	Jameel	Aziz	58	Nancy	Tormene	82
Rachel	Lacroix	8	Kim	Nowotny	27	Gian	Cavaliere	58	Joshua	Boldt	82
Danny	Leeming	8	Janet	Carroll	33	Crystal	Larsen	58	Geraldine	Lawlor	82
Danielle	Simm	8	Brooke	Haller	33	Glen	Longley	60	Kyla	Hadden	83
Shellie	Maloff	8	Stacey	Parsons	33	Marge	Wiebe	60	Sean	Broderick	84
Peter	Dubinsky	10	Matt	Slykhuis	33	Dustin	Hyde	67	Jeff	Rockwell	84
Peter	Gajda	10	Brianne	Aldcroft	48	Russell	Reid	67	Anna	Cunningh	85
Mark	Lada	10	Krista	Brynjofls	48	Kristy	Dolha	73	Leah	Hubbard	85
Jaime	Sing	10	Sasha	McLachla	48	Kim	Fennell	73	Jillian	Walkus	85
Terry	Taylor	10	Javan	Johnson	51	Thomas	Lowe	73	Denise	Dowswell	91
Graham	Gale	19	Bo	Macfarla	51	Angela	Stott	73	Mercede	Ducharm	91
Mike	Hooker	19	Heather	Slaney	51				Lena	Miller	91
Greg	Kenyon	19	Sandra	Pond	52				Jackie	Borosa	92
			Carla	Rourke	52				Jill	Jensen	92
									Charity	Peal	92

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Learning Teams



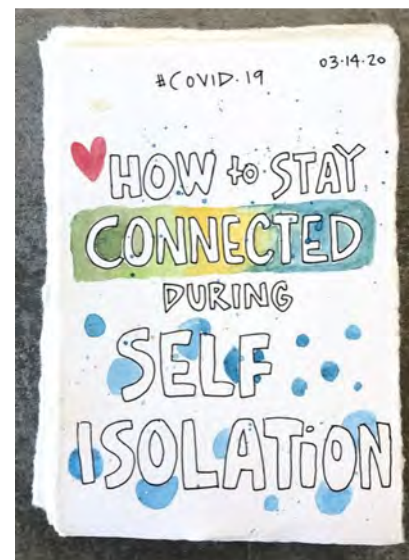
38



39

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Gorgeous work from Sam Bradd @ Drawing Change [click for full set of images!]

40

LAND ACKNOWLEDGEMENT

I would like to begin by acknowledging that the land that I join you from is the unceded territory of the Syilx (Okanagan) Peoples.



www.ruralteachers.com



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"I'm speaking for Okanagan Indigenous peoples in terms of the way we think about land. We never have ever thought of it, I don't think, as anything static. As anything physical. We've always thought about it as a process of interactions, a process of changes and a process that's ongoing.... And so a lot of things that we think about as Okanagan people is how those systems should inform us, in terms of our interactions and the principles that we need to think about and adhere to. In the process of learning in our society, one of the things that we have come to understand is that there always needs to be that connection to and from the individual, and the connection of the family, and the connection to community, and how that intersects to the natural world."

- Jeanette Armstrong, Canada Research Chair, Okanagan author & educator

42

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43

Friday's Agenda

8:30 Tech check

8:45 Beginning together – Liberating Structures and Spiral Journal

9:00 Provocations for Innovation

10:30-10:40 Break

10:40 - 11:40 Updates from previous Think Tank Cases

11:40 - 12:00 Learning Teams

12:00 - 1:00 Lunch

1:00 - 2:00 Case Study Team's burning questions

2:15 - 2:45 Case debrief, reflections, and closing



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Our String (aka Agenda)

- [Spiral Journal](#)
Calmly prepare for the work ahead
Do something “alone together”
- [Conversation Cafe](#)
Small talk circles to engage everyone in
making connections, deep listening, and
thinking together
- [Mad Tea](#)
Gather and share insights, identify who to
connect with, and any emerging steps



45



Spiral Journal

Calmly prepare for the work ahead
Inspired by Lynda Barry

46

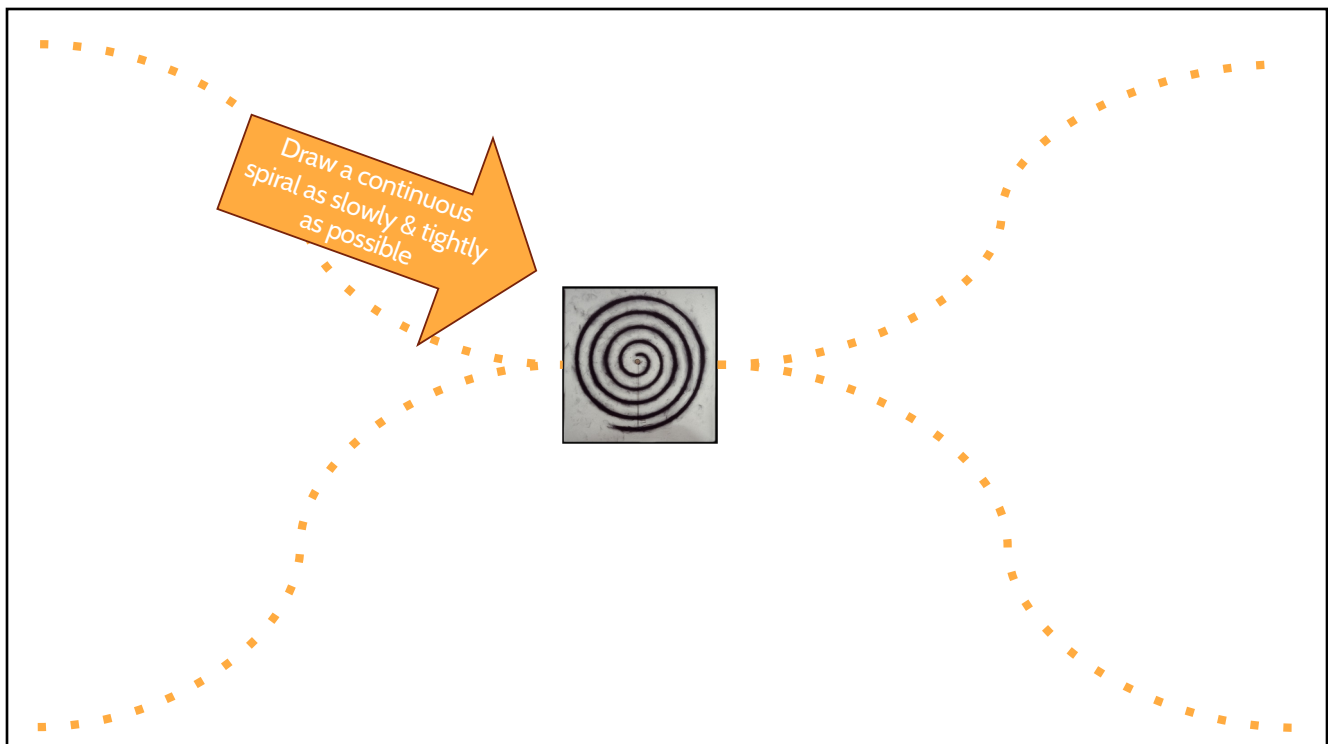
Instructions & Steps

1. Divide a page into quarters and start drawing the slowest, tightest spiral that you can.
2. Respond to the prompt in the first quadrant.
3. Repeat with every subsequent quadrant and prompt.

EXAMPLE ON THE NEXT SLIDE...



47



48

Progress I am making...

49

Something I need to accept or let go of...

50

Next steps...

51

***What I hope can happen for me/us
today...***

52

Put a ★ next to anything that feels especially true for you right now, aka your “nuggets of truth”.

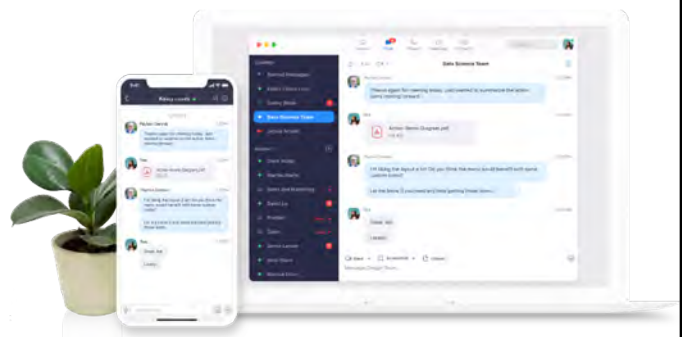
53

Take 3 mins to read the chat (we'll set a timer).

What are you noticing?

Who do you need to follow-up or connect with?

Does someone have a need you can help fill?



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Provocations for Innovation ~ Panel Guests

Denise Augustine

Shelley Moore

Brooke Haller + Team



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Previous case studies

Desert Sands Elementary/Secondary School- Ashcroft

Eagle River Secondary School – Sicamous

Lillooet Secondary School - Lillooet

Osoyoos Secondary School - Osoyoos

Pemberton Secondary School - Pemberton

School District 10 - Arrow Lakes



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