

A vibrant red apple with a small stem and leaf sits on a patch of green grass with some dry leaves scattered around. The apple is positioned on the left side of the frame, partially overlapping the text.

# FOOTHILLS SCHOOL DIVISION

Planning for learning that transfers



**LAND ACKNOWLEDGEMENT**

# PLANNING FOR LEARNING THAT TRANSFERS



**WHY**

Why does it matter?



**WHAT**

What drives it?



**HOW**

How will we get there?

# WHY



Why does it matter?

**PLANNING FOR LEARNING  
THAT TRANSFERS**



A photograph of two women from behind, standing in front of a teal chalkboard. The woman on the right is writing the letter 'B' on the board with a piece of chalk. The woman on the left has long blonde hair and is wearing a yellow top. The woman on the right has long dark hair and is wearing a red bracelet.

## TEACHING FOR TRANSFER

### - WE ARE IN AN INNOVATION ERA

Disconnected pieces of knowledge are not particularly useful in the era of innovation.

Innovation occurs when people creatively transfer what they learn to complex situations.

Innovation requires the creative transfer of fundamental and powerful concepts of the traditional disciplines.

(Stern, Lauriault, Ferraro)

## Ministerial Order on Student Learning

- Education in Alberta will promote the acquisition of skills and pursuit of knowledge with wisdom, while valuing equality of opportunity, parental responsibility, **personal responsibility and excellence**, and respect for different and the inherent dignity of each individual.
- Students will understand the rights and benefits of democratic **citizenship and their personal and community responsibilities**.
- Students will **explore life opportunities that develop their unique talents** and potential, provide a sense of purpose and belonging, and affirm the dignity of work.
- They will become **life-long learners**, who will cultivate the virtues of wisdom, courage, self-control, justice, charity, and hope.



## Ministerial Order on Student Learning

### **Foundations for Learning**

Literacy and numeracy are the foundational building blocks of learning. These foundations establish core knowledge, shared civic and cultural literacy, and skills that **enable students to solve problems, think critically as they become active and informed citizens** leading healthy lives of meaning.

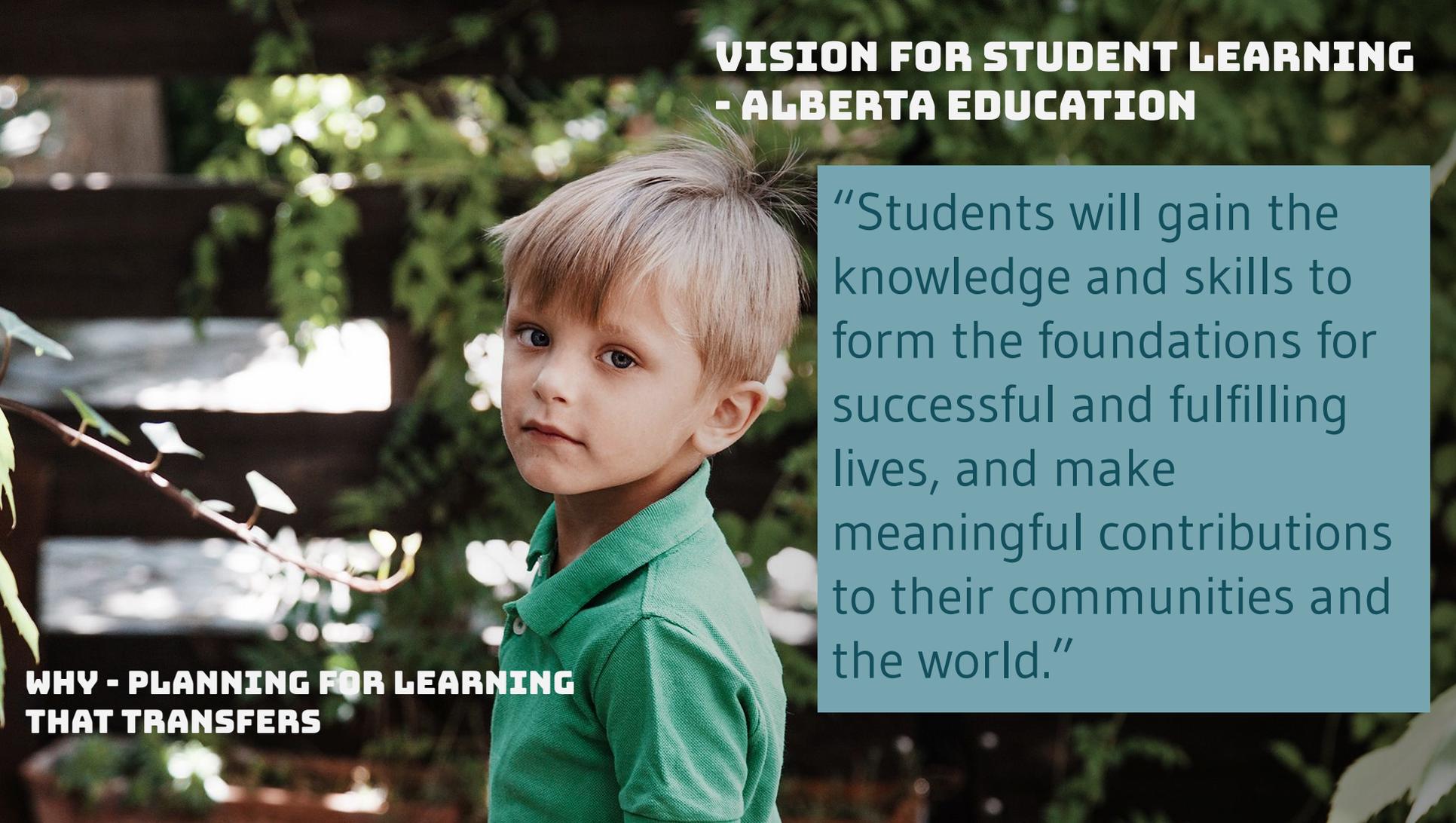
### **Outcomes of Learning**

**Knowledge Development:** Students will demonstrate **mastery in foundational, subject-specific content**, and a familiarity with and appreciation of the great works and ideas of world history, with an emphasis on the cultures and institutions that have shaped the history of Canada.

**Character Development:** They will demonstrate **resilience and good judgement in rapidly-changing world**, building positive relationships and take responsibility for their personal health and well-being.

**Community Engagement:** Students will demonstrate an understanding of the needs, beliefs, and expectations of diverse communities, and **identify connections that transcend differences**.





# VISION FOR STUDENT LEARNING - ALBERTA EDUCATION

“Students will gain the knowledge and skills to form the foundations for successful and fulfilling lives, and make meaningful contributions to their communities and the world.”

**WHY - PLANNING FOR LEARNING  
THAT TRANSFERS**

## FSD Policy 1: Division Foundational Statements:

This foundational document provides our strategic direction as a Division and includes:

**Our Vision:** Engagement, Support and Success for each learner.

**Our Mission:** Each learner entrusted to our care has unique gifts and abilities. It is our mission to find out what these are ... Explore them ... Develop them ... Celebrate them!

### **Our Priorities:**

- Engagement
- Support
- Success



# FSD Priorities align with Alberta Education Assurance Measures

## Engagement

- Responding proactively to local and societal contexts
- Emphasizing student success, community, engagement, transparency and accountability

## Support

- Establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

## Success

- Students demonstrate citizenship, engage intellectually and grow continuously as learners.
- Teachers and leaders grow in their professional practice to ensure optimum and continuous learning.

# OUR FSD PRIORITIES

## ENGAGEMENT

Ensure and maintain division-wide engagement that is timely, meaningful and collaborative with all learners and communities.

## SUPPORT

Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe and inclusive.

## SUCCESS

Ensure and maintain division-wide excellence in teaching, learning and leadership.



Optimum learning is  
achieved through our  
FSD priorities

Optimum learning is  
achieved through  
Learning for Transfer

# WHAT

What drives it?

**PLANNING FOR LEARNING  
THAT TRANSFERS**



# ALIGNED DRIVERS

**PROVINCIAL  
VISION**

**DISTRICT AND  
SCHOOL EDUCATION  
PLANNING**

**FOOTHILLS  
VISION**



**TEACHING FOR TRANSFER**

**CULTURES OF THINKING  
CULTURES OF INCLUSION**

**LITERACY EMBEDDED IN  
LEARNING ACROSS ALL SUBJECT  
AREAS**

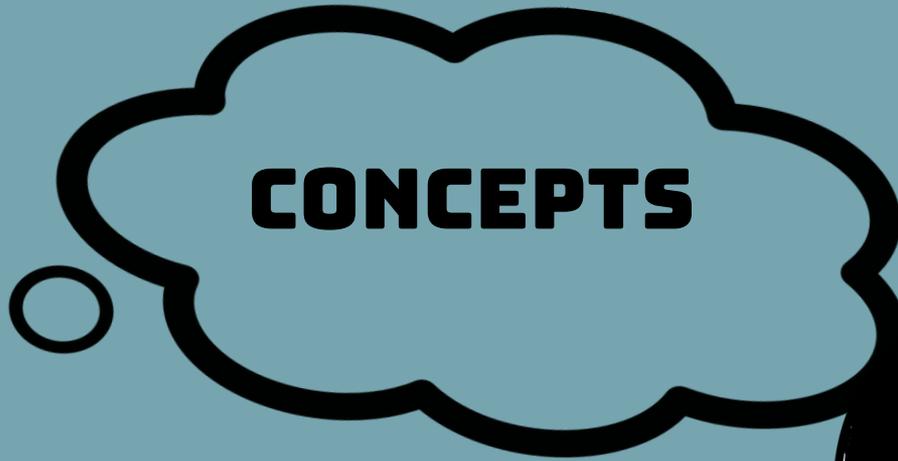
**NUMERACY EMBEDDED IN  
LEARNING EXPERIENCES ACROSS  
ALL SUBJECT AREAS**

**COMPETENCIES APPLIED ACROSS  
ALL SUBJECTS**



## **TEACHING FOR TRANSFER IS:**

Teaching through concepts that help us to make objects, situations, and ideas meaningful and connected in order to build students' critical thinking skills and their ability to analyze and deeply understand the world around them.



“A natural bridge  
between the mind  
and world.”

Rosch

“Each subject area has a body of knowledge that includes the facts, symbols, rules, principles, and concepts that constitute the subject area. Each subject also has skills, strategies, processes, steps, and systematic approaches that students use to demonstrate their knowledge and understanding of the subject.”

—GUIDING FRAMEWORK



A pair of purple and white sneakers with white laces, resting on a patch of green grass. The sneakers are the central focus of the image, with the background being a soft-focus view of the grass.

# **OUR STRATEGIC PLAN DRIVES THE LEARNING**

The FSD Design, Instruction and Assessment Strategic Plan prioritizes creating a common dialogue for and about teaching for deep understanding and transfer across our system.

“Understanding is about putting pieces of knowledge into logical and meaningful order with other knowledge. Understanding is more complex than knowledge, showing that a student is learning how to organize knowledge to understand a concept. By understanding, one can apply what they have learned to new situations in other contexts. Understanding is more than knowledge, but impossible without it.”

—GUIDING FRAMEWORK



Alberta

# HOW



How will we get there?

**PLANNING FOR LEARNING  
THAT TRANSFERS**

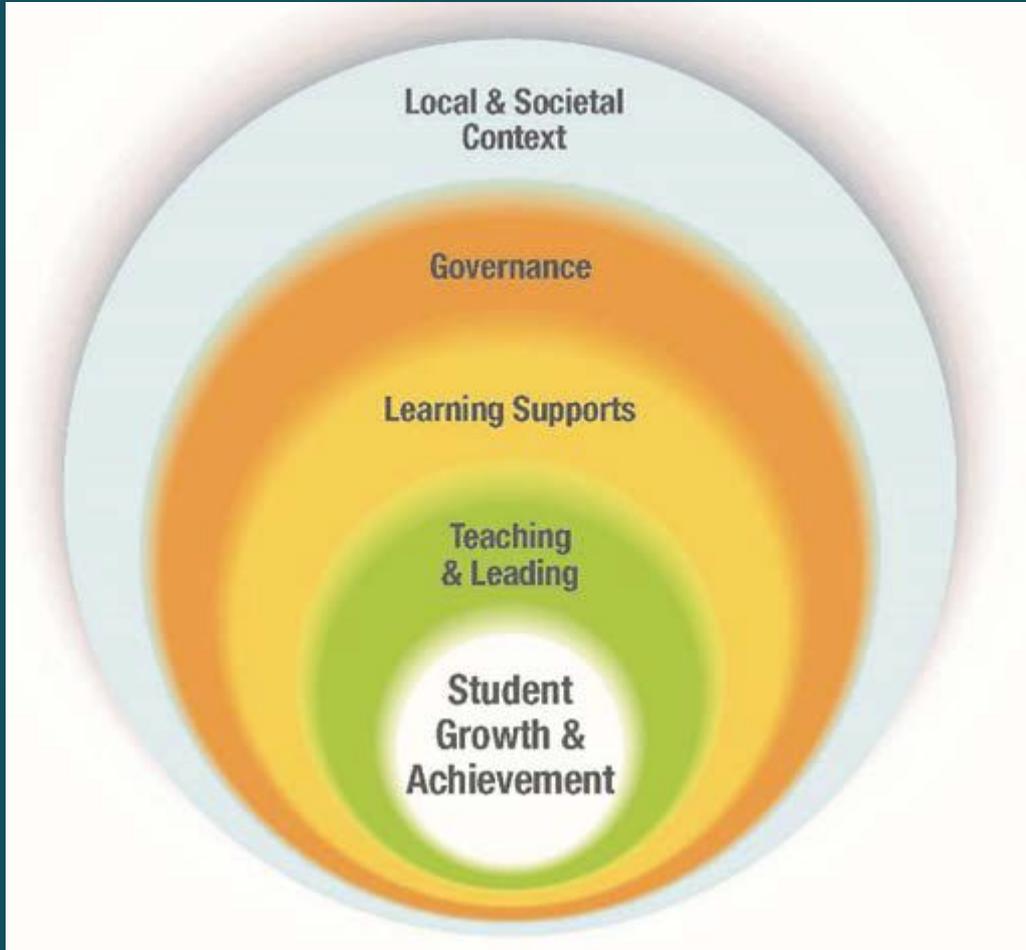


# FSD 2020-23 Education Plan

## Foothills School Division Education Plan 2020-23

Engagement	Support	Success
<p>We are committed to engaging and collaborating meaningfully with our learners and communities. We will communicate Division progress and the use of resources transparently and with a view to guiding future decision-making. We will consult widely and in a variety of ways with our learners, parents and communities to include their voice in our decision-making and build partnerships moving forward. We will seek to understand the worldviews in our learners and communities and use this knowledge to inform our decision-making. We will do this to assure our learners and communities that our decision-making is based on the best interests of all of our learners. <u><a href="#">FSD Board Policy 01: Division Foundational Statements</a></u></p>	<p>We are committed to providing welcoming, caring, respectful, safe, flexible, and inclusive learning environments that embrace diversity for our learners and communities across the Division within a culture of belonging. These safe and caring environments will allow our learners to be well physically, socially and emotionally, take academic risks, think creatively and develop resiliency within an environment that focuses on respect and integrity. These environments will also focus on environmental stewardship, the development of mastery, belonging, independence and generosity as elements integral to the application of First Nations, Métis and Inuit foundational knowledge. <u><a href="#">FSD Board Policy 01: Division Foundational Statements</a></u></p>	<p>We are committed to building positive professional relationships and providing rich, meaningful and appropriate learning experiences that are responsive to the needs of our learners and our communities across the Division. These will allow our learners to develop the core competencies of academic achievement, lifelong learning, communicating, collaborating, problem solving, innovating, critical thinking and global citizenship. Learners will be able to explore and develop their skills and passions and achieve their highest potential. Students will be well prepared for their future while remaining current and relevant in the local and global contexts. This includes a commitment to First Nations, Métis and Inuit education foundational knowledge, worldviews and history as an area of ongoing learning and reconciliation for each learner. <u><a href="#">FSD Board Policy 01: Division Foundational Statements</a></u></p>

# HOW: PLANNING FOR LEARNING THAT TRANSFERS



## Alberta Education Assurance Domains

# PLANNING FOR LEARNING THAT TRANSFERS





# Engage FSD - Share your Voice!

Foothills School Division is committed to involving our school community in decisions that affect them. Your perspective helps us to make the best decisions on behalf of our students. There are many opportunities to provide input and feedback, visit our public engagement website at:

<https://engagefsd.com/>

Phase 3 has now opened up for your feedback to inform our 2021-2024 Education Plan and 2021-2022 Budget. Your input is very important and informs decisions we make. Thank you! [engage@fsd38.ab.ca](mailto:engage@fsd38.ab.ca)

As well we are seeking feedback from stakeholders on School Renewal and Curriculum at <https://engagefsd.com/>

[Vision 2034 Engagement](#)

A top-down view of a red backpack on green grass. Inside the backpack, there is a magnifying glass, a pair of glasses, several pens and pencils, and a smartphone. Next to the backpack is a drawing on a piece of paper showing a cat, a sun, a butterfly, and a heart. A red apple is also visible.

# THANKS!

The Foothills School  
Division Learning  
Services Team

**CREDITS:** This presentation template was created by **Slidesgo**, including icons by **Flaticon**, and infographics & images by **Freepik**