

PARTNERS IN EDUCATION

Core Principles

Partners in Education believe in these core principles:

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1

Learning is most effective when it is structured to suit the individual needs of every child.

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Learning is most effective when students have choice and are given the opportunity to follow their passions.

3

Learning is most effective in the presence of positive relationships between the student, parent, and instructor.

4

Learning is most effective when supported by community.

5

Knowing students well fosters learning that is relevant and powerful.

6

Teacher-led assessment is oriented toward each child's individualized learning plan and done in a variety of authentic ways based on ongoing close observation and connection with each child and family.

At PIE, we have a number of Core Principles that guide our practice. These are rooted in educational research pertaining to effective learning. Teachers in our school are trained and knowledgeable in leading these processes and practices.

<p>Core Principle 1</p>	<p>Learning is most effective when it is structured to suit the individual needs of every child.</p>
<p>Quotes from Research Supporting this Principle</p>	<p>“Personalized Learning, when done correctly, can finally give unconventional students ownership of their own education.” Cary Kelly</p> <p>“Personalized learning is not what is done to the learner or about tailoring the learning. It is about helping each learner to identify and develop the skills they need to support and enhance their own learning so that agency and self-advocacy can be realized.” Kathleen McClaskey</p>
<p>Relevant links to Framework for Enhancing Student Learning and Principles of Learning</p>	<p>FESL - Create a system-wide focus on individual student learning to ensure all students in BC achieve their full potential</p> <p>FPPOL - Recognize the individual learning needs of students and foster equitable and inclusive learning environments</p> <p>FPPOL - Support growth and achievement among particular groups of students, most notably Indigenous students, children and youth in care, and students with disabilities or diverse abilities</p> <p>POL - People learn in a variety of ways and at different rates</p>
<p>PIE Pedagogy Supporting this Principle</p>	<ul style="list-style-type: none"> - Individualized Student Learning Plans (SLPs) created for every child - personalized, in-depth SLP conferences between teacher and families - ongoing assessment based on SLPs and portfolios - done throughout the year - course/area of study requirements can be adapted to meet students’ individual skills and abilities - vulnerable students are given flexibility in how and when work is completed

- blended classes and video-conferencing sessions support anxious learners in participating in calm, flexible environments
- Students with ADHD can be accommodated with classes that allow more freedom of movement, reduced listening time and prescribed seat work
- While at home, students can complete their school work in the ways and at times that work best for them (for e.g., incorporation of movement for students with ADHD or a quiet environment for students with sensory concerns)
- In small groups or in a home-based setting, students are able to engage in in-depth learning and academic studies at a pace that suits them individually. Often, students can progress more quickly & more deeply through curricular outcomes in these more individualized contexts.

Testimonials

My wife and I are responsible for following the BC curriculum with our son, under his teacher's direction. For many years, the same PIE teacher, Hana, has supported us. Hana celebrates Tobias's academic growth and suggests resources for strengthening challenging areas. Like many distance learners, Tobias is an asynchronous learner. His science and math skills are grades above his written skills. PIE makes it possible for Tobias to learn each subject at the level appropriate for him.(parent)

I have two children, both with ASD. PIE has been a godsend as the teachers always take time to listen to us, and allow us to follow curriculum based on their needs first. This takes teacher's time, energy, and commitment to truly understanding my children. Not only do they give us this flexibility, they have given us access to many wonderful supports specifically designed to support my children. My children are both thriving, unlike any other school they have ever been in.
(Parent)

This school is HANDS DOWN the best, most positive environment and experience he's had. This is a truly unique school that has

allowed us the flexibility to design an environment where he can thrive. He did not do well in a normal school - he was forced to endure dysregulating factors and mask his discomfort all day long, which of course manifested in a very unhappy kid and family, with all of us just hanging on by our fingernails. He also didn't do well in a fully home-based, online environment, which was devoid of the warmth of friendship and supportive teachers. He saw remote learning as boring and lacking value, which is a death knell for an autistic kid. The sky's the limit when he's motivated to learn, but that motivation must be organic - and he has found that motivation through PIE. The teachers and community have created a wonderful program where learning is found in the world all around us; his natural curiosity is sparked and explored; his gifts are encouraged and supported; and his challenges are shouldered as a problem-solving team. For the first time, he tells us that he **LOVES** going to school.

(Parent)

<p>Core Principle 2</p>	<p>Learning is most effective when students have choice and are given the opportunity to follow their passions.</p>
<p>Quotes from Research Supporting this Principle</p>	<p>“Change really isn’t as hard as we thought, if we capture people’s interest and give them enjoyable, worthwhile experiences.” Michael Fullan</p> <p>“Control leads to compliance - autonomy leads to engagement.” Daniel Pink</p> <p>“The fact is that given the challenges we face, education doesn't need to be reformed – it needs to be transformed. The key to this transformation is not to standardize education, but to personalize it, to build achievement on discovering the individual talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions.” Ken Robinson</p>
<p>Relevant links to Framework for Enhancing Student Learning and Principles of Learning</p>	<p>FESL - Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)</p> <p>FPPOL - Learning requires exploration of one’s identity</p> <p>POL - Learning requires the active participation of the learner</p>
<p>PIE Pedagogy Supporting this Principle</p>	<ul style="list-style-type: none"> - courses are designed with opportunities for students and families to adapt assignments to suit interests - most courses utilize project-based learning where students have opportunities to choose topics connected to their interests. - face-to-face classes are optional, designed to be engaging, and planned collaboratively with students and parents - Teachers are willing to adapt learning activities “on the fly” in response to student engagement and/or interests - students are given opportunities to go in-depth when they are passionate about a topic

	<p>- teachers often design assignments after knowing and consulting with students, so they are meaningful and relevant</p>
Testimonials	<p>The flexibility and guidance from PIE makes a huge difference in my kids' ability to enjoy learning, as they are both susceptible to anxiety. The kids are able to do a mix of online and workbook learning on their own, as well as weekly online meetups with other home-based learners for French lessons. As a parent and teacher of my kids at home, having PIE to support me is extremely helpful. They provide online teacher support for me and keep us on track meeting curriculum goals that are so important to ensuring the success of my children in the future, keeping all their options open for further education. (Parent)</p> <p>PIE focuses on creating attachment-based learning opportunities that allow learners to focus on their strengths and find an in-person community that values them. The connections that my daughter made through her blended program matter, and many of them have remained her lifelong friends. (Parent)</p> <p>Following our passions was scary at first, as a lot of work is needed to truly individualize learning, rather than simply following a set course, but once we were rolling, my kids were so motivated and engaged, there was no turning back. I am astounded by how much they have learned and how inspired they are to keep learning, all thanks to PIE. (Parent)</p>

<p>Core Principle 3</p>	<p>Learning is most effective in the presence of positive relationships between the student, parent and instructor.</p>
<p>Quotes from Research Supporting this Principle</p>	<p>“If children feel safe, they can take risks, ask questions, make mistakes, learn to trust, share their feelings, and grow.” Alfie Kohn</p> <p>“Encouraging a child means that one or more of the following critical life messages are coming through, either by word or by action: I believe in you, I trust you, I know you can handle this, You are listened to, You are cared for, You are very important to me.” Barbara Coloroso</p>
<p>Relevant links to Framework for Enhancing Student Learning and Principles of Learning</p>	<p>FESL - Facilitate communication and ongoing authentic engagement of education partners in respectful collaborative action</p> <p>FESL - Facilitate communication and ongoing authentic engagement of Indigenous peoples and Indigenous rightsholders in respectful collaborative action</p> <p>FPPOL - Learning involves generational roles and responsibilities</p>
<p>PIE Pedagogy Supporting this Principle</p>	<ul style="list-style-type: none"> - teachers work diligently to foster a genuine attachment with students and their families, ensuring they know they care about them as people first, and that they are always there to support them - attachment is fostered through blended programs, conferences at families’ homes, videoconferencing meetings and classes, social events, workshops, field trips, etc. - teachers give ample opportunities for dialogic learning activities where students are encouraged to share their thoughts, ideas, and feelings. This works well in our small group settings (IDLC) - teachers provide many collaborative learning opportunities for students to work in groups with each other. - teachers and parents facilitate multi-age group learning opportunities

Testimonials

“(PIE) has been essential at grounding our family in planning and supporting our son's education. The teachers there come from a place of building trusting relationships first, so that is what our focus has been, as our son had lost trust due to his past school trauma. They engage with him on a personal level, making connections whenever possible. I keep hearing from the teachers and the Principal that they want to do anything they can to help him feel safe again. They trust our child will engage and learn when he is ready and they trust us, his parents, in guiding that progress and choosing his supports.”

(Parent)

“I liked the idea of having the same teacher for all my family and it looked like a very well put together and organized school. Having had the same teacher throughout all my grades has helped me to have a relationship with them, they can see my progress and have been more encouraging. I feel very confident going forward that I will be able to excel and I feel more confident as a student I have less anxiety because I trust and know my instructor.”

(Student)

Core Principle 4	Learning is most effective when supported by community.
Quotes from Research Supporting this Principle	<p>"There is no power for change greater than a community discovering what it cares about." Margaret J. Wheatley</p> <p>"When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." Anne Henderson and Karen Mapp</p>
Relevant links to Framework for Enhancing Student Learning and Principles of Learning	<p>FESL - Recognize that all education partners and Indigenous peoples and Indigenous rightsholders, each with unique contributions, share responsibility for student learning</p> <p>FESL - Facilitate communication and ongoing authentic engagement of education partners in respectful collaborative action</p> <p>FESL - Reflect local and societal contexts, enabling innovative and flexible responses in classrooms, schools and districts with necessary supports from government</p> <p>POL - Learning is both an individual and group process</p>
PIE Pedagogy Supporting this Principle	<ul style="list-style-type: none"> - Frequent communication between teachers and families via email, text, phone, Zoom, and in person - Community sharing opportunities (Interaction Days, Support Zone, Science Fairs, and other sharing days) - students are provided with local community teachers and connections, when possible, in order to support student learning - Blended classroom programs are offered for those seeking a mix of at-home and in-class learning. - local Indigenous mentors are hired to provide guidance and teachings based on local customs and they develop an ongoing relationship with groups of students

	<ul style="list-style-type: none"> - Expertise of parent mentors & community mentors supporting children’s learning through workshops (ADST “Maker Day”, for example). - families are actively invited to share their own customs and culture with the community - monthly community social events are held - Family Camp, Variety Show, Halloween Dance, etc. - joint teacher and parent workshops are held on topics like Sexual Education., Inclusivity, SOGI, Learning at Home, etc. - local parent groups meet monthly to support each other and the program as a whole
<p>Testimonials</p>	<p>“PIE has allowed us the flexibility to build a community around our children's education that supports their growth while honouring our values as a family. Their consistent attachment to a teacher who offers a unique Indigenous perspective, both online and through safe in-person activities has been invaluable to their learning. In addition, we have been supported by PIE to build a small parent group that beautifully models community connection, leadership and participation for our young people, not to mention growing our skills as parents. We believe that IDLC has provided us with an educational structure that is unique in BC and across Canada and we are so proud of our province for offering this option.” (Parent)</p> <p>“PIE has been instrumental in building community among home learners by allowing us to start a weekly in-person, teacher-led program for our learners that has become so popular that we doubled in size our second year. During a difficult time these past two years, the support we have received from our PIE teacher and Principal has allowed us to continue connecting for learning in our outdoor program on class days almost as if Covid never happened. This blended program in which we meet our teacher and classmates in person every week has been critical for my children and myself to connect with other families and support one another in our learning—to share resources, to collaborate,</p>

and to receive advice from our teacher in person. The loss of our blended program would be a huge blow to our home learner community, which before now has been fragmented and lonely for parents and children alike.”

(Parent)

<p>Core Principle 5</p>	<p>Knowing students well fosters learning that is relevant and powerful.</p>
<p>Quotes from Research Supporting this Principle</p>	<p>“The personalization of learning is not just pretending kids have choices in what they are going to learn. Rather, it is building environments in which teachers have the time and skill to know their students and can adjust the pace, the materials, and the surroundings so they can meet the needs of all learners.” George Wood</p> <p>Children learn best when they like their teacher, and they think their teacher likes them.” Gordon Neufeld</p>
<p>Relevant links to Framework for Enhancing Student Learning and Principles of Learning</p>	<p>FESL - Create a system-wide focus on individual student learning to ensure all students in BC achieve their full potential</p> <p>FPPOL - Recognize the individual learning needs of students and foster equitable and inclusive learning environments</p>
<p>PIE Pedagogy Supporting this Principle</p>	<ul style="list-style-type: none"> - Students stay with the same teacher year-after-year - PIE is structured to allow time for rapport to be developed between students, their parents and their teacher in order to better support the student in reaching their individual goals - teachers find multiple ways to facilitate individual or small group learning experiences that give each child a better understanding of their strengths and weaknesses - When teachers know their students, they can suggest/provide learning activities that offer an appropriate amount of challenge to support learning and development - support for individualized goal setting, focusing on a growth mindset and connected to students’ personal interests and goals. - teachers offer dynamic learning opportunities that appeal to different learning styles (kinesthetic, interpersonal, visual, auditory)

	<p>- through social activities, physical exercise, and play, teachers connect with their students at an emotional level</p>
Testimonials	<p>We love that we know all of the kid's names and stories and their parents and siblings too. My son isn't lost in a sea of almost 30 kids. He is one of 12 with 2 teachers. They have quickly become in tune with how my son best learns and I'm constantly amazed at his newfound talents. He can read, he is great with math, learning how to write more each day. His education has met if not exceeded what it would have been in a traditional classroom setting. My son has great friendships that I don't want him to lose and I see him thriving. (Parents)</p> <p>My child's teacher at PIE goes above and beyond in getting to know my child. She facilitates Zoom sessions where he can share stories with her, (even when they are boring!!), and she even meets with him and other kids in our area for outings and short classes. This connection has meant she really knows my child - he is much more than just a bunch of scores on a page, and when it comes time for goal setting, her and I both have lots of ideas because we both know him well. What a beautiful school this is. (Parent)</p>

<p>Core Principle 6</p>	<p>Teacher-led assessment is oriented toward each child’s individualized learning plan and done in a variety of authentic ways based on ongoing close observation and connection with each child and family.</p>
<p>Quotes from Research Supporting this Principle</p>	<p>“A vital component of the UDL is the constant flow of data from student work. Daily tracking for each lesson, as well as mid- and end-of-module assessment tasks, are essential for determining students’ understandings at benchmark points. Such data flow keeps teaching practice firmly grounded in students learning and makes incremental progress possible. When feedback is provided, students understand that making mistakes is part of the learning process.” Peggy Grant, <u>Personalized Learning: A Guide to Engaging Students with Technology</u></p>
<p>Relevant links to Framework for Enhancing Student Learning and Principles of Learning</p>	<p>FESL - Provides a structure to ensure that what is measured and reported is consistent with the focus on student success and in keeping with the goals of education in the province of British Columbia</p>
<p>PIE Pedagogy Supporting this Principle</p>	<ul style="list-style-type: none"> -Teachers use their professional judgement and connection with each student and family when determining how to assess most effectively - for K-7 learners, assessment is based on print-based and/or online course work and is presented in person or via dynamic portfolios which include videos, photos of work, comments, etc. - for blended programs, assessment also includes in-class connection with a teacher in small groups or individually - other opportunities to showcase learning for assessment include Interaction Days, Support Zone and Sharing Days both online and in person, and Maker Days - ongoing assessment is guided by the learning plan and is personal to each individual student based on their needs and ongoing goals. Micro-assessments and scaffolding are done frequently through close connection and communication.

	- Students are also supported in developing skills with reflection and self-assessment.
Testimonials	<p>Both of my children are Autistic and have extreme performance anxiety. Standard assessment methods such as tests, questioning, and worksheets cause them to shut down in emotional distress. These methods shatter the trust they have in the adults that facilitate their learning which causes them to completely disengage. Often, significant repair work over an extended time is needed to regain their trust. PIE is one of only a few Online Learning Schools that recognizes the needs of children like mine. They understand that parents have an intimate and detailed understanding of their child's ever-changing capabilities and challenges. Their teachers work closely and creatively with families to assess children in ways that do not disrupt relationships or learning progress. For our family, this is a critical factor in being able to access an equitable education.</p> <p>(Parent)</p>