

Sun West School Division
Promising Practices
PeBL

Personalized electronically Blended Learning (PeBL) is a learner-centred process that supports the gradual and deliberate transfer of responsibility between educator and student. Educators become activators of learning, creating a 21st century culture and providing access to the supports and resources that learners need to succeed.

Student voice and choice become drivers in determining the path towards achievement of personal and curricular goals.

a) Who was involved in the implementation?

At Sun West, we are ALL learners. Everyone in the division was involved in the implementation (on-going) including but not limited to, the Board, Senior Administrators, students, teachers, parents and community.

b) How you measured the impact?

Impact is formative and ongoing. We use the REORDER framework to plan and hold ourselves accountable in this implementation at the division, school and classrooms levels.

REORDER

Is a framework designed to create an open and accommodating organizational culture ready to embrace and facilitate change?

We are adopting REORDER to support the redevelopment of a cohesive and Sun West culture; one that will enable the timely realization of our PeBL goal.

Relationships – We are ALL mentors.

Environment – We provide flexible learning environments.

Opportunities – We provide voice and choice.

Resources – We access people, knowledge, technology & our skills.

Distribution of Leadership – We are learners that lead.

Evaluation – We set goals and measure growth.

Recognition – We honour growth in who we are & what we learn.

c) Reflecting on the impact that was realized, how successful were you in achieving the desired outcome that was identified (include evidence that supports your conclusion)?

Data from Our Schools has identified significant increases in student engagement. (See video)

d) Other factors that might have led to the impact.

Projects supporting PeBL such as blended learning, project based learning, Online courses (See Video)

e) Challenges that were experienced and how those were mitigated (if they were).

Clear communication of PeBL is an ongoing challenge. We have implemented a PeBL Leadership team that includes a communication coordinator.

We have identified the need for PeBL mentors as each school requires personalized supports. The role also supports the division wide roll out of programming and language. This role will also address any gaps in the process and skills required for all our learners to be effective in the PeBL environment.

f) Policy or procedure changes that were required.

Development of Policy 18 21st Century Skills – 7 C’s

<http://www.sunwestsd.ca/ckfinder/userfiles/files/Board%20Policies/SWSD%20BP%2018%2021st%20Century%20Competencies%20150922.pdf>

g) Lessons learned.

We are always learning and shifting!

h) Ongoing plans or enhancements.

PeBL Implementation

To enable the Division-wide roll out of PeBL, we must first reflect on and document our current state (A) and then, as a collective, embark on three distinct phases of change (B, C & D):

- A. Baseline Readiness Assessments**
 - a. Learner Profiles
 - b. Classroom Readiness
 - c. School Readiness
 - d. Division Readiness
- B. Cultural (re)Development**
 - a. REORDER
- C. Character Development**
 - a. Self-Regulation
 - b. Policy 18 (5.1) Language
 - c. Learner Profile Reflection
- D. Skill & Knowledge Development**
 - a. I Do, We Do, You Do
 - b. Transfer of responsibility

k) Responses/reactions from parents, students, staff.

Ongoing data and feedback collection is occurring through a ThoughtExchange. This is driving some of the communications.