Imagine High
INTEGRATED ARTS & TECHNOLOGY SECONDARY
Connect • Create • Contribute

REALIZING IMAGINE HIGH
WHITE PAPER ADDENDUM 2024-2025

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Chilliwack School District

Imagine High Integrated Arts & Technology Secondary School

45669 Yale Road
Chilliwack BC V2P 2N1
Phone: 604.792.0941

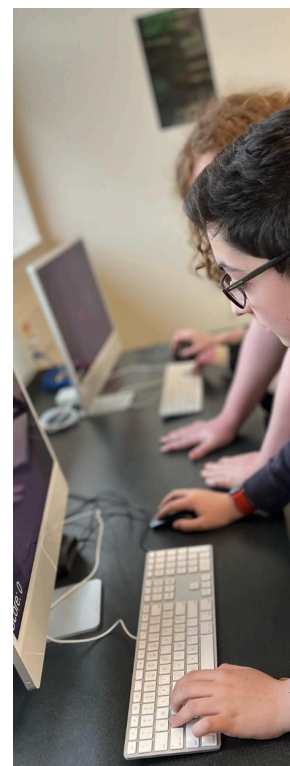**@imaginesd33** on:
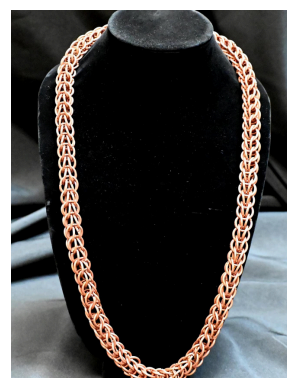
Addendum written by:

PRINCIPAL
BROOKE HALLER

VICE-PRINCIPAL
STACEY PARSONS

PROGRAM DIRECTOR
JANET CARROLL

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Connect.
Create.
Contribute.

Imagine High Arts and Technology Secondary School sits on the ancestral and unceded, shared territory of the Ts'elxwéyeqw, Sema:th and Pilalt Tribes. We respectfully acknowledge that we are on the traditional, ancestral, and unceded territory of the Stó:lō people, who have lived in this region since time immemorial. The Stó:lō, known as "the People of the River," have stewarded this land, along with its waters and resources, with deep respect and care. Our learning community honors the wisdom, resilience, and traditions of the Stó:lō people.

Imagine High Integrated Arts and Technology Secondary opened in September 2021 welcoming 250 grade 9 and grade 10 students; grades 11 and 12 were added in 2022-23 and 2023-24 respectively. Now in the fourth year of implementation, Imagine enrolls roughly 350 students, grades 9 – 12. In 2024, Imagine High celebrated its inaugural graduation class; our graduates were accepted into a variety of post-secondary programs including Early Childhood Education, Concept Art, Sciences, Theatre, Engineering, Teaching, as well as students who transitioned directly into the work world.

Our campus is located on the site of the former University of the Fraser Valley. With the potential to house up to 700 students, Imagine High boasts music, dance and art studios; recording studio; maker spaces; shop; professional theatre; culinary arts spaces; cutting-edge technologies; and a new gymnasium to enhance student learning.

As a school of choice, Imagine draws students from all over the Chilliwack School District (as well as adjacent school districts) and is the designated secondary school for feeder schools Leary Integrated Arts and Technology Elementary (K-5) and the AD Rundle Middle School Cohort (6-8).

OPENING IMAGINE

While the Integrated Arts and Technology Stream is now K-12, this addendum focuses on the Imagine context. The White Paper (Imagining Imagine High), published in September 2020, outlined the research-based underpinnings of the integrated approach to teaching and learning at Imagine High, defined our collective goal to maximize the potential of the BC Curriculum and First Peoples Principles of Learning, and described innovative structures and practices that support deep learning. Our vision was to create an inclusive, diverse and welcoming school community, celebrating rigorous intellectual work through Project Based Learning (PBL), while harnessing the impact of experiential opportunities that embed design thinking and authentic assessment.
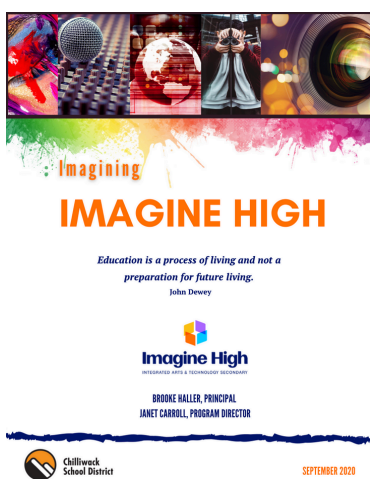
The implementation process prompted an in-depth analysis of traditional secondary structures and practices, guiding us to decide what to keep, discard, amplify or create.

This addendum serves as a record of the Imagine journey and reaffirms our commitment to realizing the bold and innovative vision for our school community.

The implementation process prompted an in-depth analysis of traditional secondary structures and practices, guiding us to decide what to **keep, discard, amplify or create.**

This document:

- outlines the implementation process
- describes accomplishments to date
- addresses key challenges
- highlights the path forward

BC Curriculum Realization

At Imagine, we are committed to full realization of the BC curriculum. BC educators are fortunate to live in a province with an internationally respected and forward-thinking curriculum. British Columbia has undergone significant system change within its K-12 education system, with a commitment to transform education to better meet the needs of all learners.

Schools in BC and beyond are now preparing students for jobs that have not yet been created, to tackle societal challenges that we can't yet imagine, and to use technologies that have not yet been invented. This reality demands that educators equip them to thrive in a complex, interconnected world rich with multiple perspectives, and support learners to interact respectfully with others, and take responsible future-oriented action.

Employers, parents and society are very clear about what they expect from education: rounded, resilient young people who can communicate, solve problems and apply their skills and knowledge in different settings (OECD, 2023).

The redesigned curriculum supports a learning system that:

- is increasingly flexible and creative
- provides opportunities for innovation
- requires significant shifts in teaching practice as the system evolves from a centralized standards-based curriculum to one characterized by flexible learning paths
- uses current research on teaching and learning
- prepares learners to succeed and lead in a changing world
- develops deep competencies around creative thinking, critical problem-solving, and collaboration (Schnellert, 2020)

Students build an understanding of their strengths, deepen and develop their interests, build independence, and create powerful demonstrations of learning.

Aside from the outstanding facility, the school offers an approach to teaching and learning that reflects current research in constructivist pedagogies, 21st-century learning environments, and the integration of arts and technology. Our goals at Imagine are also closely aligned with the School District 33 Strategic Plan, as we work to ensure "deep learning engages our heart, head and hands to develop competencies vital for the success of all learners" (SD33, 2024).

At its very core, learning is a social phenomenon that reflects our own deeply social nature as human beings capable of knowing (Wenger, 1996). Imagine strives to position students as co-constructors of knowledge, creatives and change agents. Integrated learning is delivered through collaborative, experiential interdisciplinary projects: students build an understanding of their learning strengths, deepen and develop their interests, build independence, and create powerful demonstrations of learning.

A key focus is building community through shared work within PBL, students:

- find opportunities to connect, create, and contribute to school and beyond
- develop core competencies of collaboration, communication, and critical thinking
- explore personal identity within the learning community
- utilize industry-standard tools to produce high quality artifacts of learning
- understand how learning connects to the real world
- develop relationships with peers, staff, learning partners, and community

The Four Pillars of Integrated Art & Technology

Imagine is grounded in community and equity practices. Learning at Imagine is supported by the BC Curriculum, the First Peoples Principles of Learning and current research on innovative learning environments. We value equity, inclusion and diversity; all learners are welcome at Imagine High. Students graduate from Imagine with a standard BC Dogwood Diploma and will be distinguished by their creativity and imagination, ability to collaborate, think critically and innovate for a hopeful future.

The pedagogy at Imagine is rooted in the Four Pillars of Integrated Arts and Technology developed by Assistant Superintendent, Dr. Kirk Savage, and former Assistant Superintendent, Janet Hall, in 2018, prior to the opening of Imagine High.
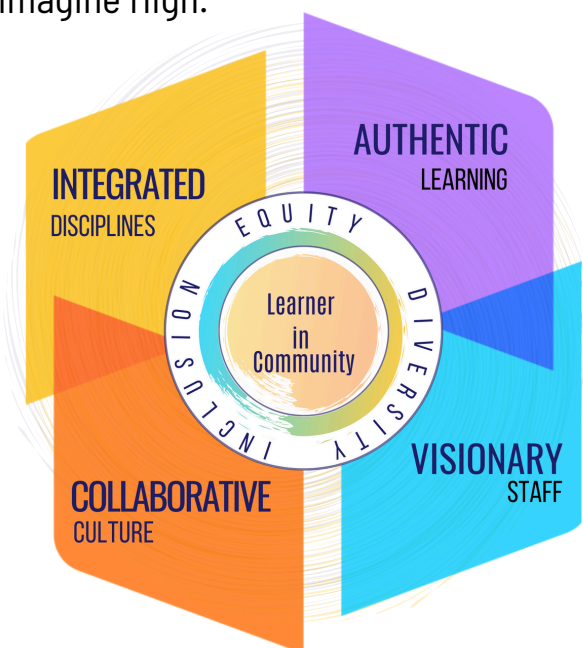
Reflecting the Organization for Economic Cooperation and Development (OECD) research on the design of innovative learning environments, the Four Pillars "make learning and engagement central; view learning as social and often best done collaboratively; be highly attuned to learners' emotions; reflect individual differences; be demanding for all while avoiding overload; use broad assessments and feedback; and promote horizontal connectedness" (OECD, 2017).

The Four Pillars underpin professional practice, school design and structures, and inspire our shared work.

The Four Pillars of Integrated Art & Technology

INTEGRATED DISCIPLINES

From *collecting* to *connecting* the dots

AUTHENTIC LEARNING

Engaging the *head, heart, and hands* in work that *matters.*

COLLABORATIVE CULTURE

Teachers and students *co-create* learning experiences in *collaborative communities*

VISIONARY STAFF

Nurturing *innovation and risk-taking* among both staff and students
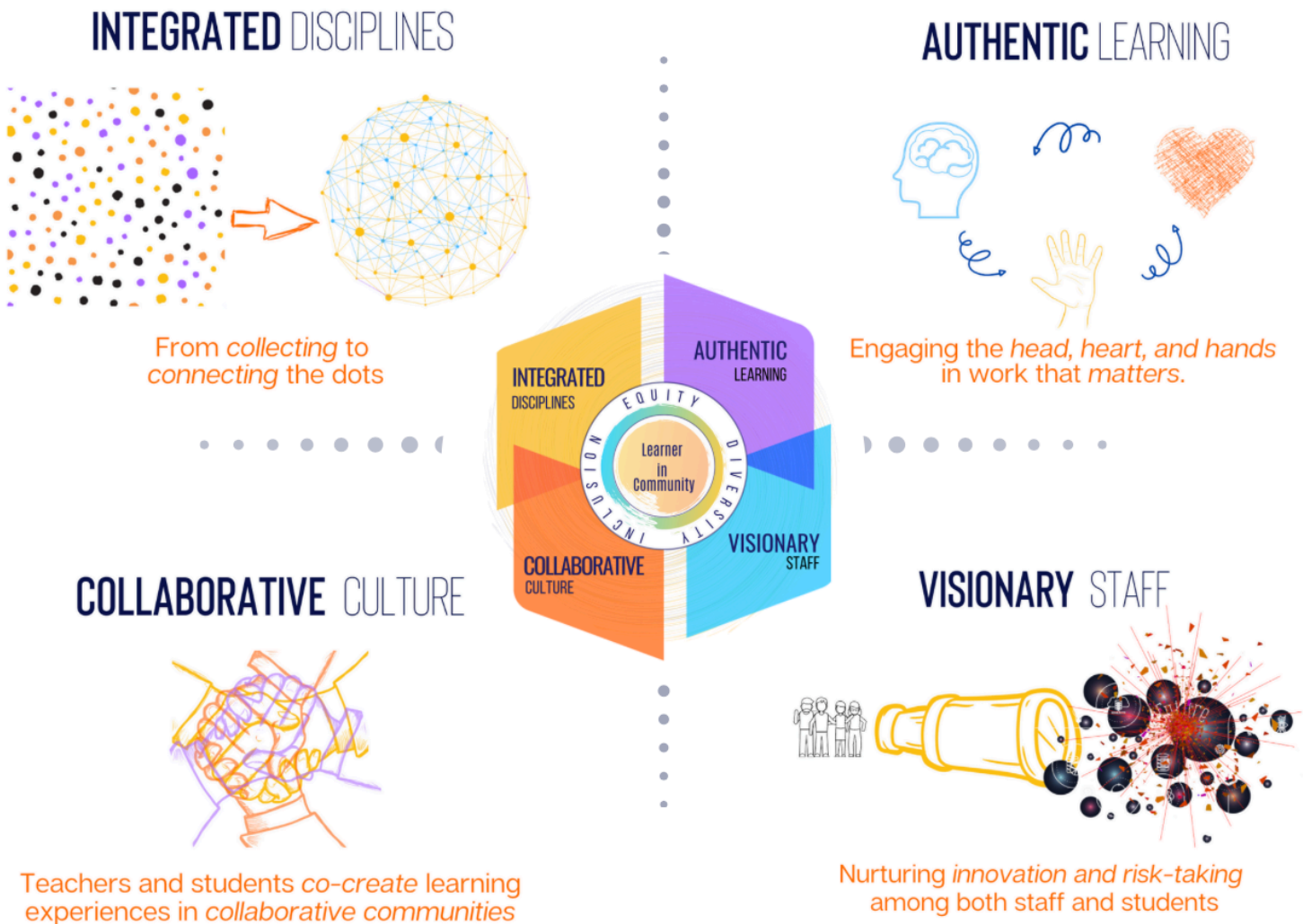
Integration of Disciplines

Rather than experiencing learning as a disparate collection of discrete ideas, the integration of disciplines at Imagine reflects the BC curriculum focus on "key concepts, principles, and generalizations that are used to organize knowledge and solve problems within and across disciplines" (BC Curriculum 2024). The integration of disciplines allows for a deeper and more unified understanding of the curriculum as learners explore projects and inquiries that are rigorous and relevant and emphasize the Core Competencies (Communication, Thinking, Personal/Social) that are "interconnected and are foundational to all learning" (BC Curriculum, 2024). Using Universal Design for Learning (UDL), educators design entry points into projects so that all learners are engaged and can demonstrate their learning through multiple modalities, including art, applied arts, media arts, and technology.

Authentic Learning

Rather than focusing on content memorization or superficial understanding, authentic learning at Imagine helps learners apply knowledge across a variety of contexts, explore complexity, encourage the application of knowledge to real-world situations and connect to interests and passions. Community connections ensure that Imagine learners have access to industry-standard resources and expertise. Relevance is enhanced by linking learning to real-world issues and problems (ICLE, 2016), learning culminates in celebratory Exhibitions of Learning attended by an authentic audience of peers, staff, learning partners, and the public.

Collaborative Culture

We believe that collaboration builds community. At Imagine collaboration is foundational for learning, both for educators and learners. Working in teaching teams within a Professional Learning Community, educators model collaborative practices, share space, resources, expertise and skills while developing engaging and relevant projects using input and feedback from learners. In turn, learners are acquiring the skills needed to meaningfully collaborate, give peer feedback, and assess their own learning through critique and revision. As Fullan (2011) notes: "The research has been clear for over 30 years, collaborative cultures in which teachers focus on improving their teaching practice, learn from each other, and are well led and supported by school principals result in better learning for students." As educators experience and model authentic collaboration, they are better positioned to scaffold collaborative learning.

Working in teaching teams within a Professional Learning Community, educators model collaborative practices, share space, resources, expertise and skills while developing engaging and relevant projects using feedback from learners.

Visionary Staff

Imagine educators are encouraged to use their professional judgement to collaborate, innovate, experiment and iterate. Most importantly, risk-taking as a professional ethic is encouraged and supported through ongoing professional development, senior admin and school admin support, and peer mentoring/leadership. The goal is to create a culture in which both educators and students experience confidence, freedom and joy.

The Role of Arts and Technology

The fine arts, applied art and design, media arts, and technology are tools our learners use to explore the curriculum within projects that culminate in the creation of high-quality artifacts of learning. Learners are also given opportunities to experiment with arts and technology through electives and Deep Dive immersive inquiries.
Using arts and tech as creative tools expands a learner's repertoire in the creation of high-quality artifacts of learning–what Ron Berger in his 2003 book An Ethic of Excellence calls "beautiful work" that are displayed in Exhibitions of Learning.

Learner in Community

At Imagine, student diversity is a strength and learning is viewed through the lens of equity and inclusion. We believe that each student should be valued for their unique gifts and contributions, included in the learning with peers, enjoy multiple access points for participating in the curriculum, and given opportunities to demonstrate their learning through multiple modalities using art and tech. We support educators to collaborate on the design of universal strategies to support student engagement, belonging and success within the regular classroom environment. The culture at Imagine has evolved into one in which there is an ethos of support, celebration and acceptance. As a result, Imagine has attracted a rich and diverse population that includes learners with diverse abilities and disabilities, and those who identify as members of the BIPOC and 2SLGBTQIA+ communities.

Innovative Pedagogies

The White Paper, Imagining Imagine High, explored the current research that supports innovative practices at Imagine and within the K-12 Integrated Arts and Technology stream. Our research led us to sites of innovation here in BC and internationally.

In a literature review of sites of educational innovation around the world, researchers Lomba, Alves and Cabral (2022) mapped key indicators that characterize the teaching and learning at those sites, indicators which align with the Four Pillars of IAT and are integral to the pedagogy at Imagine:

- students act collaboratively during the teaching/learning process
- teachers collaboratively plan
- curricular integration is of an interdisciplinary nature
- use of differentiated and flexible pedagogical practices
- use of active, practical and experiential learning related to students' interests
- use of learning practices linked to the surrounding community
- use of digital resources
- flexibility in the creation and use of teaching/learning spaces
- flexibility in grouping students

Sites of Innovation
Continued Inspiration

High Tech High (HTH), a consortium of sixteen charter schools, K-12, serving over 6000 students, is globally recognized as a world leader in educational innovation with a reputation for project-based learning that epitomizes 21st-century learning that is inclusive, personalized, cross-curricular, experiential, flexible, and student-centered.

Prior to Imagine opening, new teaching staff attended a summer retreat with facilitators from the HTH Graduate School of Education during which Imagine teachers had the opportunity to learn about PBL with teaching partners. In 2023, teacher leaders from Leary, AD Rundle and Imagine participated in a HTH Curated Visit in San Diego and, in 2024, a group of teacher leaders from all three schools attended the annual Deeper Learning Conference at HTH.

The impact of HTH has been deeply influential in shaping Imagine's constructivist pedagogy, structures, and protocols, student voice and choice, and fostering high-quality exhibitions of learning.

Canyon Falls Middle School in Kelowna BC

One of Imagine's thought partners during the lead-up to school opening in 2021 was Principal Jim Laird of Canyon Falls Middle School in Kelowna, BC. A visit to Canyon Falls in the spring of 2020 inspired the adoption of empathy interviews with students and their families as a way to make a personal connection with potential students and gather information about them as individuals and learners.

While at Canyon Falls, we had an opportunity to meet with a 5 person teacher team (4 classroom teachers plus an embedded elective teacher) during their collaborative planning session (through aligned prep) and observe how they created rich inquiry projects for their community of 120 students. The experience reinforced our belief that aligning preparation time for teacher teams at Imagine would be critical to creating a culture of "collective efficacy" (Hattie & Smith, 2020) where collaboration and risk-taking are the norm. Our teams also had the privilege of visiting Canyon Falls in our second year of implementation and are appreciative of their continued support in our learning journey. This initial connection has also led to an ongoing thought-partner/critical friendship with the Kelowna School District, and we continue to look for opportunities to share in learning together. We appreciate the connection with principals Jim Laird, Sarah Watson and Assistant Superintendent Jamie Robinson who have become our thought partners in this journey.

Mount Sentinel Secondary in South Slocan BC

Our connection with Danny Leeming, a teacher at Mount Sentinel Secondary in the Kootenays (SD#8), began prior to the opening of Imagine. In Zoom conversations with Danny, we were intrigued by his Performance and Media Academy, a semestered cross-curricular program that prepares students to enter post-secondary training in film, theatre, and digital media. The academy includes a rotating selection of credits but always includes English, Social Studies, Design of Performance Media (Board Approved course), Production Media (Board Approved course), and an elective (Film, Scriptwriting, Acting, Theatre Production). What inspired us about Danny's work at Mount Sentinel was the emphasis on integrated senior secondary subjects embedded in student-driven projects, supported by industry relationships, culminating in showcases of high-quality student work. We adapted the semester-long institute model at Mount Sentinel in order to create our **Deep Dive model.**

Collaborative Visioning

Prior to Imagine's opening, we logged hundreds of Zoom calls with community members, educators, and stakeholders and asked participants for feedback, insights, opinions, and contributions about what secondary school could and should be. We researched, iterated, consulted, pondered, and eventually created the initial structures, processes and protocols that would guide the teaching and learning at Imagine. We then hired our teachers and support staff.

The data we collected led us to wrestle with three essential questions:

- *Who are our learners as human beings?*
- *What did the Empathy Interviews, file reviews, and transition meetings tell us about the best way to meet their unique and varied needs?*
- *How do we ensure that teachers understand our learners in a deep and meaningful way and upport them in their academic/social growth and development?*

Empathy Interviews

- The school developed an Empathy Interview protocol to prepare students for entry into the school
- Prior to opening, we connected with each student and family to discuss the student's interest in attending Imagine, surface any fears or concerns, and explore student expectations
- Verbatim notes were taken during the meetings and data was used for individual and group planning and data was collabortively analyzed by teachers during our first retreat prior to opening the school
- Data informs teacher understanding, contributes to school planning, builds early adult connections, supports the transition into a new school/grade, and illuminates the needs of each learner
- We continue to conduct empathy interviews with each new student

STRUCTURES & FRAMEWORKS FOR DEEP LEARNING

Imagine structures and frameworks were developed using the principles reflected in the First Peoples Principles of Learning (FPPL). Specifically, we endeavor to embody the principle that "Learning is holistic, reflexive, reflective, experiential, and relational. Effective learning environments pay attention to the whole learner, including the physical, mental, social/emotional, and spiritual aspects of the person" (Chrona, 2016). We value respectful and authentic discussion among teachers and students across disciplines and grade levels that celebrates Indigenous knowledge and perspectives in B.C. (Indigenous Knowledge and Perspectives: Socials Studies K-12, n.d.). These principles ground our pedagogy.

"Understanding that everyone is an educator and learner is central to traditional Indigenous education models. This Indigenous perspective can make your learning activities more engaging and varied and offer learners more agency over their learning."
(Smith, 2018)

We developed shared frameworks, processes, and structures that:

- promote consistency, organization, and fidelity to the Imagine vision
- support teachers to effectively plan and assess build strategies and structures that give energy and authenticity to the learning environment
- create a culture of high expectations
- generate meaningful and collaborative relationships with students foster a community of learners (Instructional Framework 101, 2019)

The integration of the curriculum and the FPPL informed the development of **Imagine Curriculum Path, Deeper Learning Framework, Imagine Timetable and the Inclusive Design Team.**

Imagine Curriculum Path

INTEGRATED CORE
GRADE 9/10 - LINEAR

INTEGRATED STUDIES
GRADE 11/12- SEMESTERED

- Integrated core disciplines
  (Math, English, Social Studies, Science, Physical Education, Career Education)
- Learning communities
- Project-based & experiential
- Collaborative teaching & learning

Community/
Expert Connection

Digital Portfolio

Exhibition of
Learning

CHOICE ELECTIVES
QUARTERLY

- Videogame Development
- Arcade Craft
- Digital Media Arts
- 2D Animation
- Photography
- Culinary Arts
- Woodwork
- Art Metal Jewellery
- Trades Exploration (Shop)
- Drama & Theatre
- Rockband
- Studio Arts
- French
- Outdoor Ed
- PE Electives

** and many
more!*

Students select <u>2</u>
two-week immersive institutes
per year (December & June)
Previous institutes include:

- Art Studio
- Spanish
- Songwriting
- 2D Animation
- Baking Institute
- Cake Decorating
- Photojournalism
- Outdoor Survival
- Medieval Weaponry
- Medieval Tailoring
- Creative Writing
- Videogame Dev: Game Jam
- Theatre Costumes & Makeup
- Personal Passion Project
- Community Internship Projects (by application)

** Elective and Deep Dive focuses vary
and are driven by student choice*

DEEP DIVE
IMMERSIVE INSTITUTES
TWO WEEKS -TWICE A YEAR

Integrated Core - Grades 9 & 10

- The focus for grade 9 and 10 students is holistic learning
- Students are carefully assigned to learning communities of 48 with 2 teachers (1 with a humanities background and 1 with a science/math background), an Inclusive Design Team (IDT) member, Education Assistants
- Students engage in integrated core (linear) delivered through interdisciplinary project learning for the morning until lunch
- Teachers plan for learning opportunities that focus on collaboration and experiential learning
- Learning activities and experiences allow students to work in small and flexible groupings that support relational learning and community building
- Multiple access points are embedded into learning opportunities

Game Design and Woodworking course pairing culminated in student created video games housed in an arcade physical structure.

Integrated Pairings - Grade 11 and 12

- Grade 11 and 12 students at Imagine learn in semestered integrated pairings that merge multiple subject areas
- Pairings include 48 students and 2 teachers and support staff who contextualize the curriculum using project-based learning and reflexive pedagogy
- Course pairings are determined from student survey data and vary by the year
- Pairings encompass a variety of subject areas
- Timetabling of electives is driven by student surveys

Examples include:

- English First Peoples with one of: Social Justice, Philosophy, Earth Science, Outdoor Education and Theatre
- WoodWorking/Workplace Math, Psychology/Art, Physics/Precalculus.Arcade Craft (Videogame Development & Woodshop)

Electives 9 - 12

- Electives offered quarterly for deep learning
- Electives reflect the FPPL principle: "Learning ultimately supports the well-being of the self" (First Peoples Principles of Learning, n.d.)
- This principle respects traditional Indigenous education models that prioritize student choice and agency over learning and encourage multiple access points that allow all students to develop understanding through their unique strengths (Chrona, 2016)
- Timetabling of electives is driven by student surveys

Deep Dives 9 – 12

Deep Dives are immersive learning institutes that allow students to delve deeply into personal passions, talents, or interests and are developed using data from student surveys. Twice yearly for two weeks, core and electives are paused while students and teachers engage in Deep Dives.

Deep Dives provide a period of calm and productivity as students and teachers engage in areas of personal choice and passion; they result in beautiful exhibition artifacts as students demonstrate their learning through multiple modalities. Integrated into the structure of Deep Dives is the FPPL which states, "Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors" (First Peoples Principles of Learning, n.d.). Deep Dives promote connections to the broader community of Ts'elxwíqw (Chilliwack); teachers connect with community experts, businesses and organizations, leading to opportunities for service work, volunteerism, or career opportunities.

Some examples:
- Student internships in community
- Technology focus - Videogame Development, Animation, Photography
- Land Based Deep Dive - Animal Conservation, Nature Journaling and Outdoor Education
- Many more including Medieval Weaponry, Theatre Make Up, Songwriting, Baking Institute, Shopcraft, Horror Literature, Astrophysics
- Personal Passion Deep Dive: students work independently on a specific skill or area of interest and create an artifact of learning to exhibit

Students receive elective credit for Deep Dives through Immersive Inquiry, a Board Authorizity Authorized Course.

Deeper Learning Planning Framework

The Deeper Learning Planning Framework provides an organizational structure for instructional planning and assessment for integrated units. The framework encourages collaboration, backwards design, inclusive planning, and promotes the use of a shared vocabulary and common language.

The Deeper Learning Planning Framework

- supports integration of disciplines
- grounds the planning through the development of a driving question
- references the curricular big ideas from each of the subjects being studied in the integrated unit
- encourages teachers to be mindful of the FPPL
- integrates fine arts, media arts, applied arts, and technology
- ensures careful scaffolding of the learning within the project
- allows for multiple entry points for diverse learners
- organizes the curricular competencies and content and provides space for scaffolding, critique, revision and assessment.

During planning sessions throughout the year, the Deeper Learning Planning Framework is used to authenticate the rigour of integrated project work.

Our goal is to build common instructional vocabulary and practices that are inclusive and focus on deep learning, choice and collaboration. Our Curriculum Integration Support teacher has flex time each quarter to collaboratively plan projects with teachers, co-teach, or provide support with assessment while the ADST teacher has instructional time allotted to support artifact building for projects.
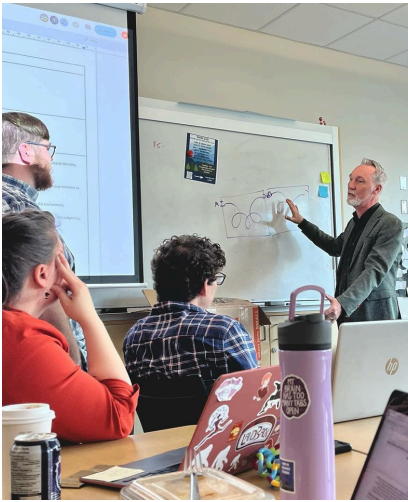
Facilitating Collaborative Planning
Leyton Schnellert Professional Learning Series

Structural supports for ongoing professional learning have created opportunities for teachers to learn from one another and collaboratively plan for student success. Imagine teachers have the opportunity to meet three times a year with Dr Leyton Schnellert to look deeply into instructional planning strategies that meet each educator where they are at and build on learning.

Dr. Schnellert supports our learning communities to build common understandings and language around learning and assessment. Second, research has suggested the importance of having common values and goals to nurturing teachers' sustained and collaborative engagement in inquiry (Durrant, 2009; Lasky, 2005). Having the opportunity for this support scaffolds teachers' in iterative cycles of planning, enacting, and adjusting learning.

During these sessions, teachers bring their Deep Learning Framework and are facilitated through a process of collaborative planning, finding joint solutions to shared problems, exchanging practice, knowledge and expertise, and fostering deep learning experiences. When teachers have opportunities to collaboratively solve problems and have access to rich resources, they are more likely to take risks, sustain attempts to make change, and develop, adapt and/or apply approaches designed to support students in their classrooms.

Teachers leave these planning sessions with:

- Refinement of strategies and tools for assessment and instructional design
- Common language and alignment on goals
- Scaffolded learning sequences
- Confidence and collegial relationships that support experimentation and risk-taking

Dr. Leyton Schnellert is an Associate Professor in UBC's Department of Curriculum & Pedagogy and Eleanor Rix Professor of Rural Teacher Education. His scholarship attends to how teachers and teaching and learners and learning can mindfully embrace student diversity and inclusive education. Dr. Schnellert is the Pedagogy and Participation lead in UBC's Institute for Community Engaged Research (ICER) and co-chair of BC's Rural Education Advisory.

Scheduling - Timetabling

The Imagine timetable supports curriculum integration and creative use of instructional time and is grounded in the FPPL: "Learning involves patience and time" (First Peoples Principles of Learning, n.d.) and "the need for patience and time is also a requirement to develop thorough conceptual and transferable understandings, rather than surface-level familiarity. In order to develop understanding, information needs to be examined/explored from multiple perspectives, in different contexts, and over time" (Chrona, 2016).

Firstly, the design and management of instructional time at Imagine is a deliberate shift from traditional secondary timetabling. For deep learning to flourish, students and teachers need long, flexible periods of instructional time to:

- delve into projects and activities
- build trusting relationships
- develop safe and welcoming communities
- encourage student confidence and autonomy
- finesse critique and revision
- encourage students to build an intrinsic yearning for knowledge
- focus on continuous academic improvement

Knowing that learning takes time and patience, we use the following guidelines when developing the schedule:

- Aligned preparation for teachers (learning communities and course pairings) offers opportunities for collaborative instructional planning and assessment
- Inclusive Design Team teachers collaborate with classroom teachers to support planning, provide an inclusive lens, and co-create multiple access points for students
- Integration of the Curriculum
- Personalization of Grad Path

Inclusive Design Team

We celebrate all students at Imagine. Our shared focus is to build inclusive communities in which students enjoy equitable access to the curriculum, find opportunities to develop personal identity, and experience a sense of belonging.

At Imagine, teachers co-plan and deliver instruction using the principles of Universal Design for Learning (UDL). The Inclusive Design Team (IDT) consists of teachers with training and qualifications in Resource, Learning Support, English Language Learning and Counselling who support classroom teachers to ensure equitable access to learning for a range of student diversity within learning communities. Each IDT teacher is assigned to individual learning communities/pairings and supports all students within the community, regardless of Ministry category.

IDT teachers are non-enrolling, allowing maximum flexibility in terms of supporting students, connecting with families, and collaborating with teachers and support staff.
IDT caseloads are aligned with Learning Communities and include all designations that meet Ministry of Education criteria for diverse abilities and disabilities. The IDT supports teacher teams to embed adaptive and responsive practices within learning communities using Response To Intervention (RTI) practices and the UDL framework.

The IDT:
- uses data to drive decisions
- supports the use of meaningful assessment through the intentional collection, curation and exhibition of authentic evidence of student growth
- helps teachers design learning experiences that provide multiple entry points to projects while leveraging student strengths and personal passions/interests

Inclusive Design Team Framework

- Pull-in learner supports and purposeful collaboration to embed adaptive, responsive practices
- Nurturing reciprocal relationships with students, families and community

- Universal and personalized curricular design that is experiential, authentic, and integrated
- Collaborative planning to support access, engagement, and extension
- Development of core and curricular competencies

COLLECTIVE RESPONSIBILITY

HIGH QUALITY INSTRUCTION

OUR PURPOSE

Celebrating diverse learners *within* inclusive communities by creating equitable access to opportunities for deep learning

Syós:ys lets'e th'ále, lets'emó:t~

One heart, one mind, working together for a common purpose

TARGETED INTERVENTIONS

DATA-DRIVEN DECISIONS

- Strategic resources, scaffolds and layers of supports
- Continuum of collaborative services (school, district, community supports and services)

- Meaningful assessment to inform decisions and practices
- Intentional collection, curation and exhibition of authentic evidence of growth

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Layers of Support

The Layers of Support guide the work of the IDT and classroom teachers to meet each student where they are at. In the early fall, the IDT works with teachers in communities/pairings to:

- complete Individual Student Support Profiles
- set up class review meetings
- review structures related to RTI, UDL and personalized learning frameworks to build a Classroom Support Plan
- conduct classroom observations to determine how learners are responding to interventions and determine next steps
- seek further expertise within the school, district and community, as necessary
- collect data to support planning

The IDT conducts formal Competency-Based IEP (CBIEP) meetings twice per year. A classroom teacher's contribution at the CBIEP meeting is integral to the success of all learners as they are experts in the curriculum and can speak to the academic and behavioural expectations of their communities. The classroom perspective is critical when determining the supports, services, instruction and assessment methods a student may need to reach their goals.

In terms of assessment for students with a CBIEP, triangulation of evidence is a balanced approach in which evidence is gathered throughout the learning process as students demonstrate skills, engage in conversations that show their understanding, create documents, or produce other artifacts of learning.

The IDT teachers:

- *create a repository for the triangulation of evidence that is accessible to classroom teachers and educational assistants*
- *collect and analyze evidence in specific goal areas of the CBIEP*
- *verify the validity of assessment by ensuring that evidence has been generated by a variety of people consistently over time*

Layers of Support

Our Purpose:
Celebrating diverse learners within inclusive communities by creating equitable access to opportunities for deep learning

LAYER 1
EXEMPLARY & COLLABORATIVE PLANNING

- How has student voice and choice been represented in the planning?
- What strategies, scaffolds and resources are embedded into the learning design to provide universal access?
- What information has already been gathered and shared from the file review and articulation?
- What ongoing conversations are happening between the teacher and families/guardians?

LAYER 2
PROBLEM SOLVING SUPPORTS & STRATEGIES

- How is the learner responding to Layer 1? What is going well/where is the stretch?
- What additional interventions could we try within our learning community
- What information is being gathered and shared with families/guardians?

LAYER 4
FORMAL SCHOOL BASED TEAM
IDT, CLASSROOM TEACHER, FAMILY/GUARDIAN, STUDENT, EXTENDED SUPPORT AS NEEDED

- What broader perspective can we gain by exploring further expertise within the school, district and community?
- What other information could we collect/explore to inform our designs?
- What new planning needs to occur?
- What community supports are in place or could be explored?

LAYER 3
MULTIDISCIPLINARY COLLABORATIVE PROBLEM SOLVING
A INCLUSIVE DESIGN TEAM **B** SCHOOL CORE TEAM

- How is the learner responding to Layer 2? What is going well/where is the stretch?
- What other interventions can we explore by using the IDT collective and individual expertise and experience?
- What information is being gathered and shared with families/guardians?

Syós:ys lets'e th'óle, lets'emó:t~ One heart, one mind, working together for a common purpose

The Imagine Assessment Experience

Assessment at Imagine centers around the creation, presentation, and exhibition of learning artifacts that are the result of critique and feedback from peers and teachers. Teachers engage students regularly in formative assessment and continuous feedback as a powerful and integral component of student success. Our goal at Imagine is to support teachers to create a culture that promotes and values feedback that is kind, helpful and specific and allows students to learn by doing.

Teams of teachers create interdisciplnary goals which become the basis for instruction, assessment, and communication of student achievement. A key focus of this shared work is planning for instruction and competency skill development that aligns with the BC curriculum. As a team, they analyze what they are collectively learning about their students to determine best instructional steps to support student learning. Teachers co-plan and co-assess with the IDT teachers; shared time engenders rich conversations about student progress and achievement.

Formative assessment is used throughout the competency-based learning process to guide instructional planning and allow for multiple iterations and time to develop skills. Formative assessment of the learning process can be done in small feedback sessions, one-on-one conversations along with peer and self-assessment; summative assessment is undertaken at the end of projects when artifacts of learning are presented at exhibition. Throughout the process, students are encouraged to make mistakes and take risks.

Curriculum Integration Teacher, Matt Slykhuis, shares his thoughts about what it's like to teach and learn at Imagine: *"One unique characteristic of Imagine is the degree to which our teachers' practice is guided by formative assessment. Classrooms have learning targets and core competencies embedded on walls, and teachers refer to these regularly to link learning experiences back to course goals. Meaningful self-assessment is baked into daily exit slips in many classrooms, which results in students regularly interacting with assessment language while also having the opportunity to get a snapshot of their own progress toward those goals."*

EMERGING STORIES

As we grow and evolve, we work to build in cycles of reflection that support continuous improvement. While our journey has been complex and challenging, we remind ourselves to celebrate growth, scan street data to inform our decisions, and pay attention to narratives of lived experiences, particularly those who have been marginalized. The goal of street data is to focus on listening to those who are most affected by our decisions–our students and families–and transform how we analyze, diagnose, and assess everything from student learning, to district improvement, to policy; it offers us a new way to think about, gather, and make meaning of data that lives everywhere (Safir, 2021).

Imagine educators are working thoughtfully to create environments that provide a sense of community and safety for all students.

By collecting data that is asset-based, we celebrate what's right in our students, school, and community; identify areas for growth; and build upon strengths. If we listen carefully, the stories of our students and teachers offer deep insights that help determine the next steps for our school community.

Several key stories and themes have emerged over our first few years at Imagine that indicate we are on the right path with our learners:

- Student Voice & Agency
- Community & Belonging
- BC Curriculum Realization: Innovative Practices for Deep Learning

Student Voice & Agency

We believe that students have the determination and capacity to positively influence their own lives and the world around them, set goals, reflect and act responsibly to effect change. When students develop agency, they draw on motivation, hope, self-efficacy and a growth mindset (the understanding that abilities and intelligence can be developed), thus enabling them to flourish and act with a sense of purpose (OECD, 2019).

At Imagine, we have focused intensely on supporting students to explore their individual and collective identities and find their place within the school and larger community. We continue to build and evolve structures and practices rooted in student choice, voice, autonomy and shared decision-making. We support our students to become change agents as they co-construct learning with peers, teachers, and staff. The investment in student voice and input fosters autonomy and ownership.

At Imagine, students explore and exercise their agency in social contexts and develop co-agency through interactive, mutually supportive and enriching relationships with their classmates, educators, parents and learning communities within the larger Imagine High community. As we continue to grow, we hope to explore even deeper structures to support student agency.

- We continue to conduct empathy interviews with each new student, with the support of the Inclusive Design Team
- Course Selection - Empathy interviews, student data, and preferences guide a fluid programming and timetabling
- Staffing - postings reflect the goals of our students and the areas of interest they share with us
- Our small size, community focus and integrated way of learning provide flexibility to meet each graduate's personalized goals
- Student Leadership & Engagement Groups support the continued evolution of our school in working to create community, and have voice in key aspects of the school

> At Imagine, we work to understand what students love to do—their strengths and interests—and build both community and curriculum around each child. Honouring our students as individuals and providing them with a community has created a sense of belonging and a space to develop their identities (Wenger, 1996).

Community & Belonging

An equity mindset is core to our work at Imagine. Moving from a focus on deficits and disabilities to a celebration of the diversity of all students (Katz & Lamoureux, 2020), our educators are building approaches to teaching that hold space for all members of the learning community.

Imagine is a school with significant diversity; students attend from a wide variety of backgrounds. We work hard to ensure that students experience diversity in a context that supports students knowing themselves and celebrating others. Learning at Imagine is designed to be both flexible and personalized to ensure that each student's unique talents are developed. Devoting time to the development of students' self-worth, and explicitly discussing the importance of respecting the value of all people, are critically important to developing a more just society.
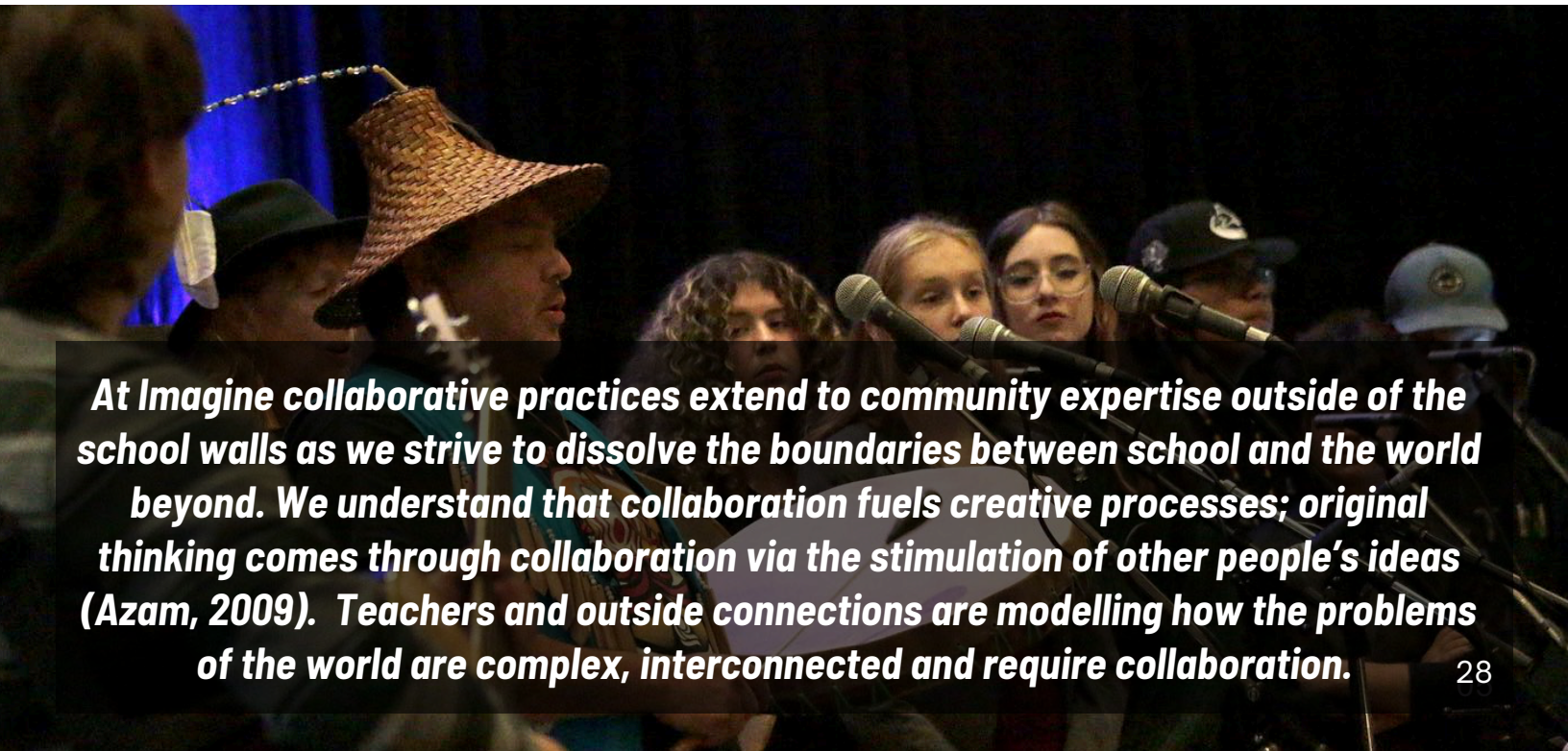
Educators and students at Imagine are strong advocates for social justice and care deeply about allowing each student to be their authentic self at school. Imagine educators are working thoughtfully to create environments that provide a sense of community and safety for all students. Culturally responsive education means making learning relevant to students while providing authentic safe spaces for them to share their culture and their stories; it's about creating learning environments connected to people, place, and land where every child's history and background is celebrated and acknowledged in the most holistic and authentic ways (Safir, 2021).

Innovative Practices for Deep Learning

At Imagine High, we are working to re-envision what success looks like in the 21st century. The integrated approach to learning at Imagine recognizes the need for interdependence and broadens the goals of education to include citizenship, innovation, and agency through the development of transformative competencies that empower learners to be positive change agents.

To realize the goals of the curriculum, our beliefs about learning have changed significantly; these transformational shifts require educators at Imagine to take risks, develop innovative practices, and work together. Imagine High is a learning community full of visionary, innovative, and collaborative educators who are embracing risk, and new practices, and providing deep learning opportunities for students every day.

The journey from great to excellent systems focuses on creating an environment that will unleash the creativity and innovation of its educators (Crossley, 2012). Deep teacher learning occurs when educators engage in sense-making approaches for building their collaborative knowledge and sense of common collective tasks (Lave & Wenger, 1991; Riel, 1996; Schnellert, Richardson, & Cherkowski, 2014). The professional community of practice at Imagine High supports teacher learning on multiple levels; collaborative teaching networks offer both a professional and social context in which teachers contribute values, knowledge, and information, provide and receive social support, and collaborate to achieve goals.

At Imagine collaborative practices extend to community expertise outside of the school walls as we strive to dissolve the boundaries between school and the world beyond. We understand that collaboration fuels creative processes; original thinking comes through collaboration via the stimulation of other people's ideas (Azam, 2009). Teachers and outside connections are modelling how the problems of the world are complex, interconnected and require collaboration.

PREDICTING THE FUTURE AT IMAGINE

"The best way to predict your future is to create it."
Abraham Lincoln

How, then, do we continue to "create the future" at Imagine? We recognize that our work is iterative and must be responsive to the evolving needs of our learners, the professional growth of our staff, and the societal/global changes/challenges that will impact our school, community and the world.

We know we must stay agile if we are to evolve and keep the spirit of innovation alive at Imagine. After four years of implementation, how have we evolved? How do we measure our success in terms of implementing the original Imagine vision into a cohesive and sustainable reality? And, most importantly, have the lofty, theoretical goals of the White Paper become "how we do things at Imagine"?

The research on **Innovative Learning Environments (ILE) (OECD, 2013) describes seven essential design principles** that have the power to transform systems. By applying the ILE framework, we can assess our progress towards a sustainable vision of innovation and set our strategic priorities:

- *Make learning central, encourage engagement, and be where learners come to understand themselves as learners*

- *Ensure that learning is social and often collaborative*

- *Be highly attuned to learners' motivations and the importance of emotions*

- *Be acutely sensitive to individual differences including prior knowledge*

- *Be demanding for each learner but without excessive overload*

- *Use assessments consistent with these aims, with strong emphasis on formative feedback*

- *Promote horizontal connectedness across learning subjects, in and out of school*

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Strategic Priorities - Ongoing Iterations

Our strategic priorities as we move foward that reflect these characteristic of Innovative Learning Environments are:

- Continue to develop the knowledge and capacity of staff to address increasingly complex and diverse classrooms
- Explore and address the balance between rigorous academic content with student choice and agency
- Develop programming that expands choice for students
- Explore creative strategies to more deeply integrate senior academic subjects traditionally taught in silos (eg. Math)
- Through a trauma-informed lens, support students and staff to build resilience, self-regulation, expression, and grit and focus on academic success as a venue for the development of student strengths, identity, and well-being
- Develop teacher capacity to utilize competency-based assessment methodologies
- Focus on alternatives to traditional methods of gathering evidence of learning
- Continue to explore partnership opportunities with the community to enhance authentic learning.
- Support teacher leaders to share practices and support collegial learning

Conclusion

During the past year, educators from school districts around the province have visited Imagine to tour the school, see the students engaged in their learning, talk to administration and teaching staff, and explore ways in which they might adopt some of the Imagine structures and approaches in their home districts.

We understand that collective teacher pedagogy is critical to the success of our learners, and we expect Imagine educators to be professionally engaged, deeply relational, knowledgeable about curriculum, self-reflective, collaborative, and most importantly, possess the willingness to be transparent about their teaching with colleagues, students, parents, and school leadership. We are proud of our teaching staff; they are passionate, creative, innovative, and deeply committed to their professional growth. Our priority is building teacher capacity through collegial partnerships and collaboration, school and district administration support, connections with innovative sites of learning, and researched best practices.

Moving forward, the success of Imagine will hinge on the strength of our teaching staff, their dedication to professional growth, and their passion for education as a positive and transformative force.

More importantly, we acknowledge that it is our students who will show us the way forward. When we listen to their needs, honour their struggles, and celebrate their successes, Imagine will continue to evolve in ways that support student learning, creativity, and well-being.

FURTHER LINKS

- *What learning at Imagine looks like:* *About Imagine Video*

- *Imagine High* *Graduate Shorts*

- *Imagine High Learning Framework*

- *Imagining Imagine High - White Paper*

- *People for Education Canada -* *Imagine High: A Bold New Vision for Learning*

- *Dreaming Big - InspireEd Article*

- *CDI Spaces Feature - Imagine High*

- *Aboriginal Peoples Television Network (APTN) Imagine High feature*

- *The Tyee Article - Voice of the Stream Project*

- *Chilliwack Progress article - Opening Day*

- *Chilliwack Progress article - Voice of the Stream Project*

- *Chilliwack Progress Article - Deep Dives at Imagine*

- *Chilliwack Progress Article - Salish Weaver at Imagine Artist Residency*

Visit **imagine.sd33.bc.ca** or **@imaginesd33** on:

PROJECT EXEMPLARS

"Anytime you make the work public, set the bar high, and are transparent about the steps to make a high-quality product, kids will deliver."
- Ron Berger

At Imagine, we believe in making learning visible and celebrating the creative journey of our students. To showcase this process, we create Project Cards, which serve as a dynamic reflection of student learning, inquiry, and achievement.

Each Project Card captures the essence of a class's learning experience, outlining the essential questions that guided their exploration, the scope of learning that defined their journey, and the artifacts students created to demonstrate their understanding. These artifacts can take many forms—writing, artwork, digital media, performances, or hands-on projects—all reflecting deep engagement and critical thinking.

Project Cards not only document the culmination of learning but also offer insight into the process, illustrating how students investigated, collaborated, and developed their ideas. Whether displayed in the school, shared with families, or archived as part of an ongoing portfolio, these cards serve as a powerful reminder that learning is an evolving, creative, and meaningful experience.

By using Project Cards, we aim to honor student voice, spark curiosity, and invite the community into the rich, interdisciplinary work happening in our classrooms.

THE WHEEL OF CHANGE

Essential Question:

What ideas, issues, and pressures contribute to societal change?

Learning Community 3 explored different types of change in society (mostly revolutions - political revolutions, social revolutions, technological revolutions, artistic revolutions, etc.). For this project, students selected a massive societal change to create a three dimensional "Wheel of Change". The community moved through the following process in stages:

Research -> Design -> Critique -> Revise -> Build -> Exhibit

Students embarked on individual inquiries around the history and context of their change, and explored the conditions, ideas, innovations and pressures that led to this change. They researched and evaluated the credibility of multiple sources to gain perspectives on what had occurred. Students worked to create an artifact, infographic or summary of their key change event. They worked collaboratively to transform ideas from multiple sources into an original text to show understanding of cause and consequence. Students were resilient during the critique process and were motivated to do multiple versions of the written piece that led to the final installation created in the Imagine shop.

Through this project, students developed skills in critical thinking and communication, and were supported to use their creativity to represent their learning in an individualized way. This project merged big ideas, core & curricular competencies, and content from English Language Arts, Social Studies, Mathematics and Applied Skills & Design.
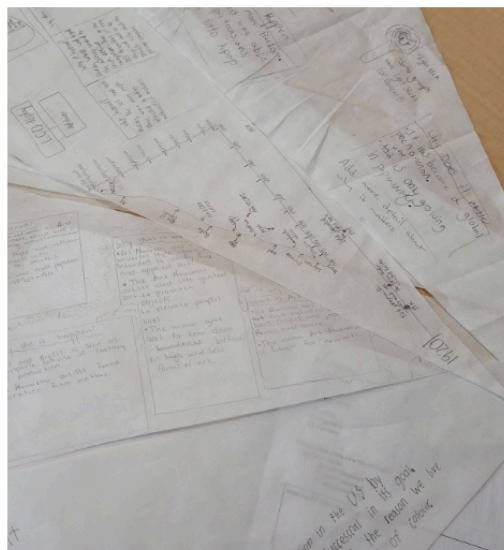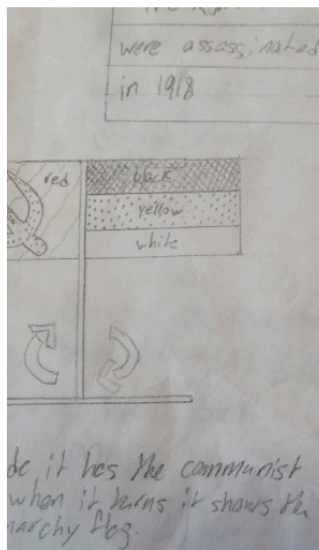
EXPLORING THE FRASER RIVER BASIN

# EXPLORING THE FRASER RIVER BASIN

Essential Question:

How can the journey of a river represent the interconnectedness of land, waterways and people?

In quarter 4 students have been exploring elements of story, including literary techniques and themes, as well as how energy and matter move through the Earth. As a community we learned about perspectives, ways of knowing about place, and the interconnectedness of the living and non-living spheres in the Fraser River Basin – the river that connects many communities in British Columbia. Students were asked to create a display piece that represents connections within a geographic region of the river basin in three ways:

- Through story
- Through illustration and perspective
- Through specific matter cycles in the ecosystem

The exhibition illustrates the changes the Fraser River experiences on its journey through the province and how it changes the land as much as the land changes the river.

Students explored the connections between climate, landforms and waterways and people through presentations by guest speakers, field experiences and Stó:lō origin stories. Students engaged in deep learning about the origin of the river and how it has influenced human settlement and connected communities throughout the province.

Imagine High

PANDEMICS!

Imagine High
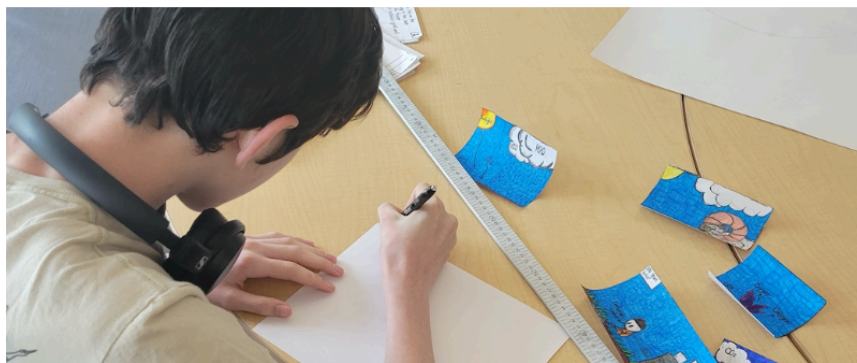
PANDEMICS!

Essential Question:

How can we develop a historical and social understanding of the effects of disease on human communities through game?

Students researched a specific outbreak in human history, and developed an understanding of its impacts in terms of health, culture, economics, and science. After a time of preliminary research, students created a research summary report, and were then ready to begin work on their board games. Working in teams, or as solo developers, students developed a board game concept, themed around their historical outbreak, with the goal of being both entertaining and educational. Students learned followed a rigorous planning and deadline structure in order to create multiple iterations of their board game. By rapidly creating prototypes of their games, students were able to engaged in multiple play sessions. These sessions allowed groups to get feedback, helping them to better balance the mechanics of their games, improve the clarity of their rules, and ensure that their games were actually fun to play.

Ultimately, students created games that looked and felt professional, alongside rules that were carefully craft over multiple iterations, and designed to look and feel like they could belong in the marketplace, alongside professionally-developed board games.

Project Exemplars

The Physics of Sound

Essential Question:

How can we use our knowledge of physics to design musical instruments?

Students were tasked with creating a musical instrument that could play a minimum of three different sounds. They drew diagrams of their ideas, labelling materials required and explaining why their design should be able to produce different sounds, based on their knowledge of how sound waves are produced and propagated.

Models were then built, tested, refined, and tested again. In many cases students went through multiple iterations of the design process before they were satisfied with their finished instrument.

Competencies:

- Demonstrate a sustained intellectual curiosity about a scientific topic
- Formulate models to describe a phenomenon
- Construct, analyze and interpret models
- Implement multiple strategies to solve problems

READY OAR NOT: THE MATH OF BOATS!

Imagine High
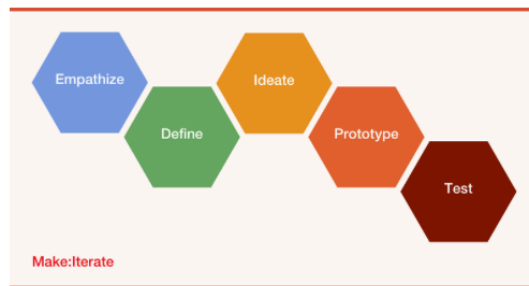
Ready Oar Not: The Math of BOATS!

Essential Question:

What floats your boat?

BIG IDEAS:

- Similar shapes and objects have proportional relationships that can be described, measured, and compared.
- Statistical analysis allows us to notice, wonder about, and answer questions about variation.

Students in **Foundations of Math 11** built life-sized cardboard boats, using the design cycle to explore concepts of mathematical similarity and statistics. They started learning about features of boats and prototyped with small-scale nets and models. They then tested their scale models, performed simple statistical analysis on their tests, and iterated on their designs before selecting three designs to create at full scale. The final products were tested at Cultus Lake Main Beach.

HOW TO BE A PERSON

HOW TO BE A PERSON

Essential Question:

How should a person be?

After exploring political philosophies and the major platforms of political parties in Canada, students then started to discuss and brainstorm ideas about what it means to be a person within a community, and as an individual, and how they think societies "should" operate.

Students used Shane Koyczan's slam poem "How to be a Person" as inspiration for their poetry. They started by making a list of 10 pieces of advice they would give to others, to their former selves, or to their future selves. Then they transformed their advice into poetry by using figurative language techniques to create deep visual meanings and connections for their readers.

Students produced high quality poetry based off their own experiences, as they continue navigate the highs and lows of being a teenager. Their poetry is insightful, moving, emotional, and at times comedic. Many students initially felt they were not qualified to be giving life advice to anyone, but as they went deeper into the process, found that they had strong opinions to share on many aspects of being a person.

Imagine High
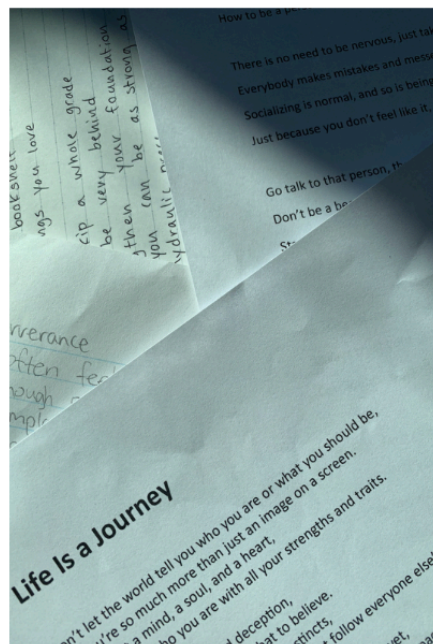
PHYSICS MINI-MUSEUM

Essential Question:

How can we use physics to describe behaviours we see in the world?

Physics 11 students were tasked with creating a museum-style exhibit that:

- Connected physics to a real-world topic/object
- Included an interactive demonstration of the physics principle
- Included a mathematical description of the physics involved
- Fit inside a 2'x2' wooden frame, to be mounted permanently on the walls of the school

We moved through this process in stages using the following design cycle:

Research -> Ideate -> Prototype -> Test -> Build -> Share

The students were able to connect physics as a field to their own interests. They built their skills in communicating for a specific audience, constructing models and diagrams to represent physics principles, and evaluating the limitations of models and analogies in science. A highlight of this project was the opportunity for students try, fail, and use their failures as a learning opportunity and springboard for the next attempt. Short-term failure became a necessary component of long-term success.

ARCADE POP-UP

Essential Question:

What makes a great video game? How can I make one?

In Game Development, we study the process of developing video games by studying real-world games, asking ethical questions about the types of games we make, and learning the technical skills to actually make these games come to life. Students learn coding, programming, art design, and collaborative skills, as they work together to craft, playtest, iterate, and share their games.

This year, students made 3 mini-games throughout the term, then selected their favourite game to polish and share. Next, students took those games into the wood shop, where they custom-built their own arcade cabinet to house the game.

This Pop-Up Arcade is the culmination of many hours of design, critique, laughter (and sometimes tears!). It took creativity, grit, and determination to get these games ready for a public audience. Much like the video game pioneers of the past (Atari, Sega, Nintendo, etc.), these students have learned that a few simple game mechanics, a little creativity, and a lot of hard work can result in a game that has the power to transport the player to another place and time.

ARCADE POP-UP

Imagine High
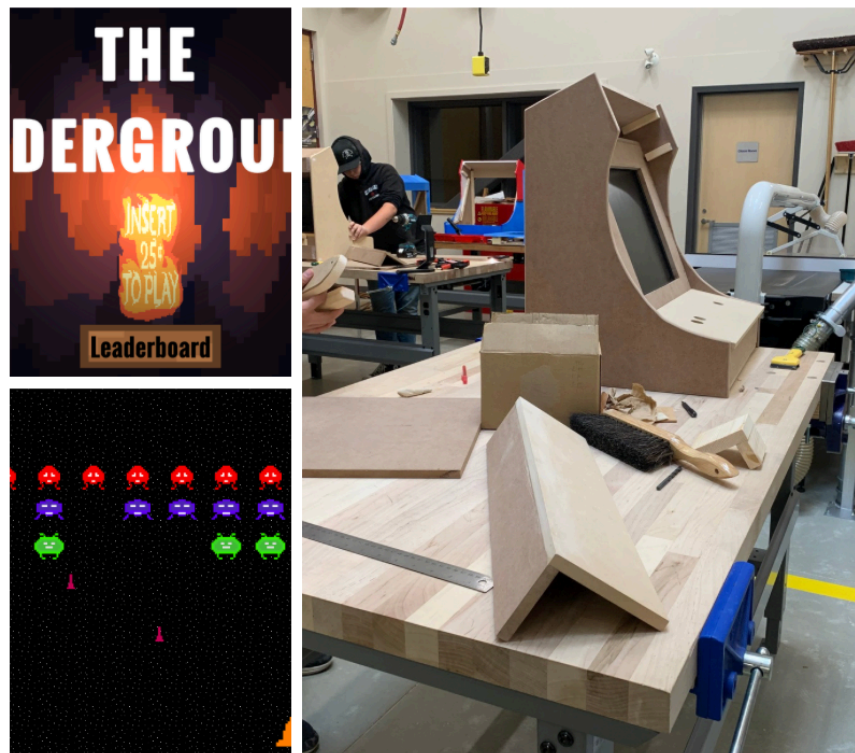
COMMUNITY RUBE GOLDBERG MACHINE

Essential Question:
How can a Rube Goldberg illustrate the interconnectedness of individuals in a community through energy transfer from module to module?

Students were introduced to the physics concepts of energy transfer and stored energy. They created a community Rube Goldberg machine by each focusing on one piece that would connect with the other pieces through energy inputs and outputs. This represents the symbolic nature of their community and connectedness, and each piece has been personalized to represent their interests and identities.

Students created their first prototypes by experimenting with and recreating different mechanisms that they viewed in their research stage. Students then chose their successful iterations to achieve their final product. Each board needed to effectively receive horizontal energetic input from the previous board as well as continue the energy transfer into the next board. Next, students made artistic decisions about personalizing their section.

Students enjoyed demonstrating their understanding of physics through a hands-on project that required intensive problem solving. The symbolic nature of the project also revealed the challenges and complications of working together towards a common goal, while still honoring their individuality and advocating for their unique ideas.

COMMUNITY RG MACHINE

Imagine High

JEWELS OF INNOVATION

Imagine High

Jewels of Innovation

Essential Question:

How can we combine traditional metalworking techniques with innovative design concepts to create a unique and marketable collection of jewellery that reflects personal artistic expression?

Through "Jewels of Innovation," students gained valuable skills in metalworking and jewellery making, developed a strong sense of artistic identity, and acquired practical entrepreneurial experience that will prepare them for future creative endeavours.

Students completed a series of skill-building projects, exploring various jewellery-making forms and techniques. Following this, they were given the creative freedom to delve deeper into a technique that intrigued them.

Each piece on display showcases innovation, creativity, and meticulous craftsmanship, representing the culmination of a term spent honing jewellery-making skills and techniques.

Tiny Tiny Homes

Essential Question:

In a world where space is limited, and the cost of living is at an all-time high, how can we do more with less?

Through this integrated project, students engaged with the practical aspects of design and construction, honing their craftsmanship, precision, and understanding of material properties, all while completing a project that answers the question: How can we do more with less?

The tiny home project began with students creating a vision board to capture their design ideas and themes. They then developed multiple drafts of floor plans and elevations, refining their designs and incorporating accurate scaling techniques. Finally, students constructed a detailed scale model of their tiny home, integrating their vision board elements and demonstrating their understanding of spatial planning and effective use of space.

TINY TINY HOMES

Imagine High

GAME JAM

Imagine High
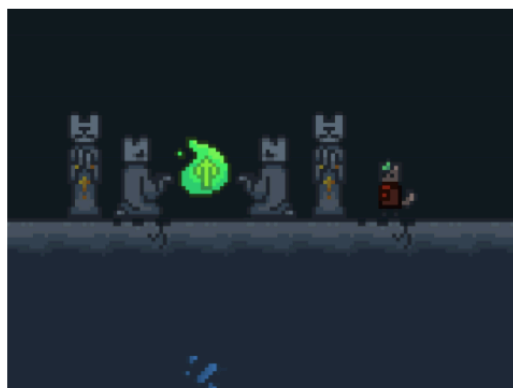
Video Game Development

Essential Question:

What makes a great video game? Can I make one?

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BALANCE THROUGH BRAIDING PERSPECTIVES

Imagine High

Balance Through Braiding Perspectives

Essential Question:

Can we bring Indigenous ways of knowing into balance with Western scientific knowledge?

Learning community 9.2 embarked on a project-based learning journey where they explored themes around restoration, reciprocity and balancing worldviews. Using *Braiding Sweetgrass for Youth* by Robin Wall Kimmerer, and scientific concepts including the interconnectedness of earth's spheres and how matter and energy cycle through these spheres, students created ideagrams and visual essays to demonstrate their ability to make real-world connections, explore the impact of land use decisions from the past, as well as refining their thinking around the essential question.

Our community partnered with S.A.Y. Lands to participate in weekly restoration work along the Chilliwack Creek watershed to create trails that will reconnect Skowkale, Aitchelitz, and Yakweakwioose reserves. This opportunity encouraged students to deepen their understanding and apply the learning they were doing in the classroom into real-world action. Students built swallow boxes that were installed along the creek, conducted water analysis, and removed 268 kilograms of Invasive Yellow Flag Irises - the weight of an adult Grizzly! In doing this, students recognized their role in reciprocity and the importance of environmental stewardship, and building connections with the Indigenous communities whose land we also call home.

Community 9.2's final exhibition will highlight each student's curated individual perspective, learning and thinking around the ideas of weaving together Indigenous Ways of Knowing and Western scientific knowledge.

The Philosopher's Library: Exploring Life's Questions through Children's Literature

Essential Question:

How can we effectively explore and explain complex philosophical questions to a young audience?

Curricular Competencies:

- Transform ideas and information to create original texts, using various genres, forms, structures, and styles
- Use writing and design processesto plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences
- Assess and refine texts to improve clarity, effectiveness, and impact

In this project for English First Peoples 11 + 12 / Philosophy 12, students engaged with cultural, social, and moral messages behind the story, including exploring the principles of Indigenous Storywork. Students also analyzed deeper meanings in children's stories, studying themes, metaphors and symbolism. For this final project, students worked with characterization, story arcs and philosophical concepts to design and create an original children's storybook with a deep philosophical meaning.

COMMUNITY 10.2'S GREATEST HITS!

Imagine High

10.2's Greatest Hits!

Essential Question:

How did we demonstrate our learning in our Core 10 this year?

This year we learned a lot! As a community, we answered these questions:

- Quarter One: How are individual and collective values shaped by story, evidence, and changing technology?
- Quarter Two: How did global conflicts shape our identities and influence scientific progress?
- Quarter Three: How does the selection of specific information give organisms and societies an advantage and what are the ethical implications of these decisions?
- Quarter Four: How does policy set by different levels of government create communities that are beautiful and sustainable?
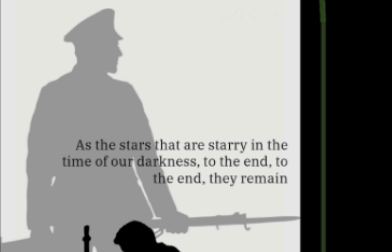

Hair Dye Could Increase Your Risk For Cancer

using hair dye exposes you to many harmful chemicals such as ammonia, lead, acitataes, hydrogen peroxide and paraphenylenediamine that can lead to various health risks including cancer.

For the Fallen

An Original Play written By:
Grade 10 Imagine High Students

As the stars that are starry in the time of our darkness, to the end, to the end, they remain

COMICS DEEP DIVE: MINI-COMIC SALE

Imagine High

Mini-Comic Sale

Essential Question:

How can we shape ideas and influence others through the form of comics?

"Printed in editions of a few dozen or a few hundred, crude or sophisticated, mini-comics are a thriving artform practiced around the world. Sold, given away, exchanged with other cartoonists and sent off for review, mini-comics provide the aspiring cartoonist with an inexpensive training ground and a way to meet others in the field. And it's fun."

- Colin Upton, Vancouver-based cartoonist and mini-comic legend

The humble mini-comic is a time-honoured tradition among independent comic creators. Go into any comic book store or convention worth its salt, and you will find an array of weird and wonderful photocopied creations for sale for under two dollars.

In this two week deep dive, students had the experience of creating a comic from start to finish. They were asked to create a short 4-to-6 page black-and-white mini-comic (plus cover), going through the process of scripting/thumbnailing, workshop, revision, penciling, and inking. Through this process, students put into practice Scott McCloud's concepts of Moment, Frame, Image, Word, and Flow that we learned in class.

Comics are available for purchase at $1/comic, while supplies last.

**2D ANIMATION: SHORT FILMS**

Imagine High

2D Animated Short Films

Essential Question:

How do our stories represent ourselves and our community?

These are the short films created by our 2D animation elective students. We began the course by building community through collaborative art exercises, as well as moving through self-paced technical lessons on the key principles of animation. We drew Batman in 1 minute, in 30 seconds, in 5 seconds. We drew scribbles, then turned them into monsters, then gave those monsters a childhood, a family, a funeral. We shared our work and experienced the joy of a whole life springing forth from a scribble. There is a strong emphasis on the joy of creating without worrying about labeling our work as "good" or "bad" - we took inspiration from Lynda Barry's *Making Comics* and *What it Is* to learn to let go of our insecurities around our own work.

The big idea represented by these films is that growth as an artist requires time, patience, and reflection. Students entered animation class with a wide range of backgrounds and experiences – some animating for years on their own, others haven't drawn since they were children. All students were given an opportunity to create their own short film over several weeks, with no limitation on subject matter or style, to demonstrate the skills they built over the quarter and tell a story. The aim of this final project was to honour all of their growth and learning, allow them the freedom to create something they love, and stretch their skills and resilience to create a longer, more complex work.
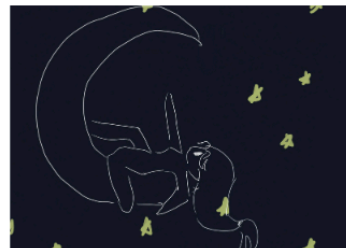
DEEP DIVE: TINIES AND TODDLERS

Imagine High

Toddler Cafe

Essential Question:

What considerations are essential for effectively planning a children's drop-in activity centre to promote optimal engagement, safety, and developmental growth?

In the Tinies and Toddlers Deep Dive, students explored themes of child development, child safety and program planning for children. Students worked collaboratively to build different elements of a drop in centre while adhering to Fraser Health guidelines for child safety. Guest speakers - including a Behaviour Interventionist, a Manager for Children and Youth services, and a professor from the Early Childhood Education Program at UFV - offered insights and advice for students looking towards a career in childcare, and inspired play-based ideas for the Toddler Cafe. Students created a reading zone, a soft play area, crafting activities, and planned for a music-focused circle time as well as safe and healthy snacks for children. Community members were invited to attend with their children aged 0-6, and enjoyed free play time alongside the students. Over two joyful Toddler Cafe Days, Imagine High Students sang to babies, read to toddlers, and did crafts with preschoolers.

ENGLISH FIRST PEOPLES & SOCIAL JUSTICE

Imagine High

Social Injustice Shapes, Informs & Transforms Society

Essential Question:

How can voice shape, inform, and transform society?

Students used social studies inquiry processes and historical thinking skills to research a choice injustice from anywhere in the world and create artifacts of learning. During the exploration of course content and building of competencies, students listened to, discussed, and analyzed social justice topics. They were introduced to and researched different methods and approaches used around the world to promote social justice. Topics focused on self-identity and an individual's relationship to others. Embedded into the learning was a connection to place, an understanding that through decolonization we commit to equitable acknowledgment and implementation of local Indigenous ways of knowing and being. Students used Indigenous texts to improve reading and oral strategies of communication as well as sources for social injustices and examples of resilience.

As evidence of using voice to shape society, students began by researching topics of injustice that were intriguing for them, and through a feedback process, they made a final decision about which topic they would be delving into during a deep dive. Students used historical thinking concepts of significance, cause and consequence, perspective, continuity and change, and ethical judgment to guide their research.

For the final project, students created artifacts of learning that inform society of their voice and give them agency in their learning. These artifacts are personalized and range from an artistic series or poster to a documentary and a plan for a future protest. Each student had the opportunity to express their learning in a way they thought would best communicate what they had gained from the inquiry. Students were also required to complete a professionally written piece that clearly explains how their research connects to the artifact. Part of the criteria was a required acknowledgment of the work of others work using multiple and various sources cited using APA format.

As an extension, students were encouraged to create and communicate a transformation plan that shows how their voice would influence a piece of society and persuade people to take action.
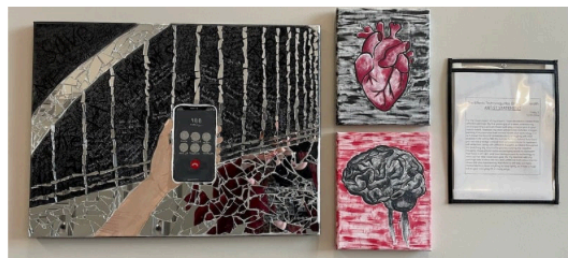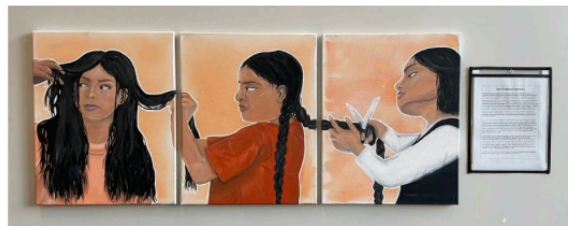
These walls are alive with student voice, agency, and passion. You are encouraged to reflect on this work and think about where you can shape, inform, and transform society into a place where we all belong.

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