

Welcome to the

Healthy Schools Network (HSN)

www.healthyschoolsnetwork.org

2010 – 2011



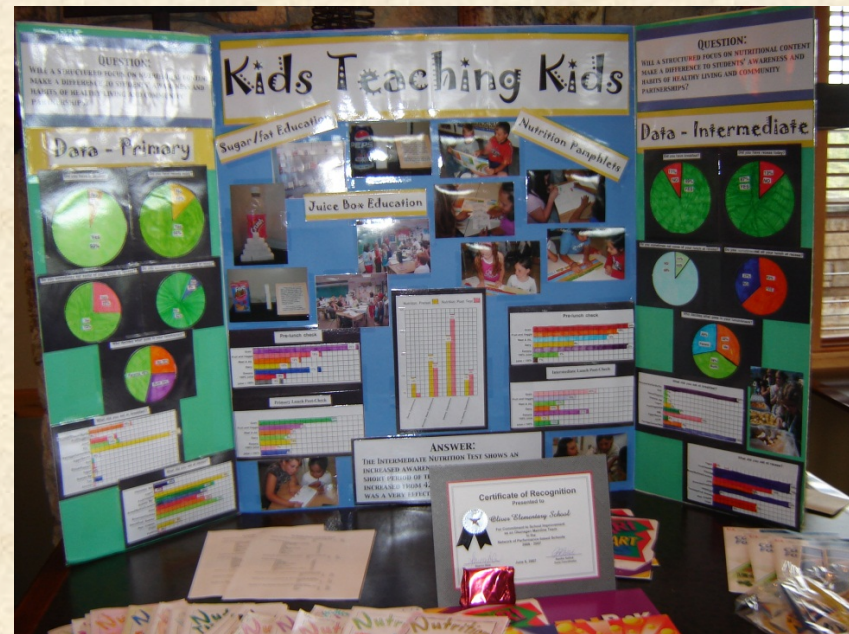
Ministry of
Education

Session Learning Intentions

- Understand the Healthy Schools Network model and how it is being implemented in British Columbia
- Explore assessment for learning strategies in your own school and health programming contexts
- Learn about DASH BC's latest project – the BC Healthy Schools Portal – and have the opportunity to inform the creation of this resource

Healthy Schools Network (HSN)

HSN schools are 'walking the talk' of Comprehensive School Health



Comprehensive School Health

School Health ↔ Student Learning

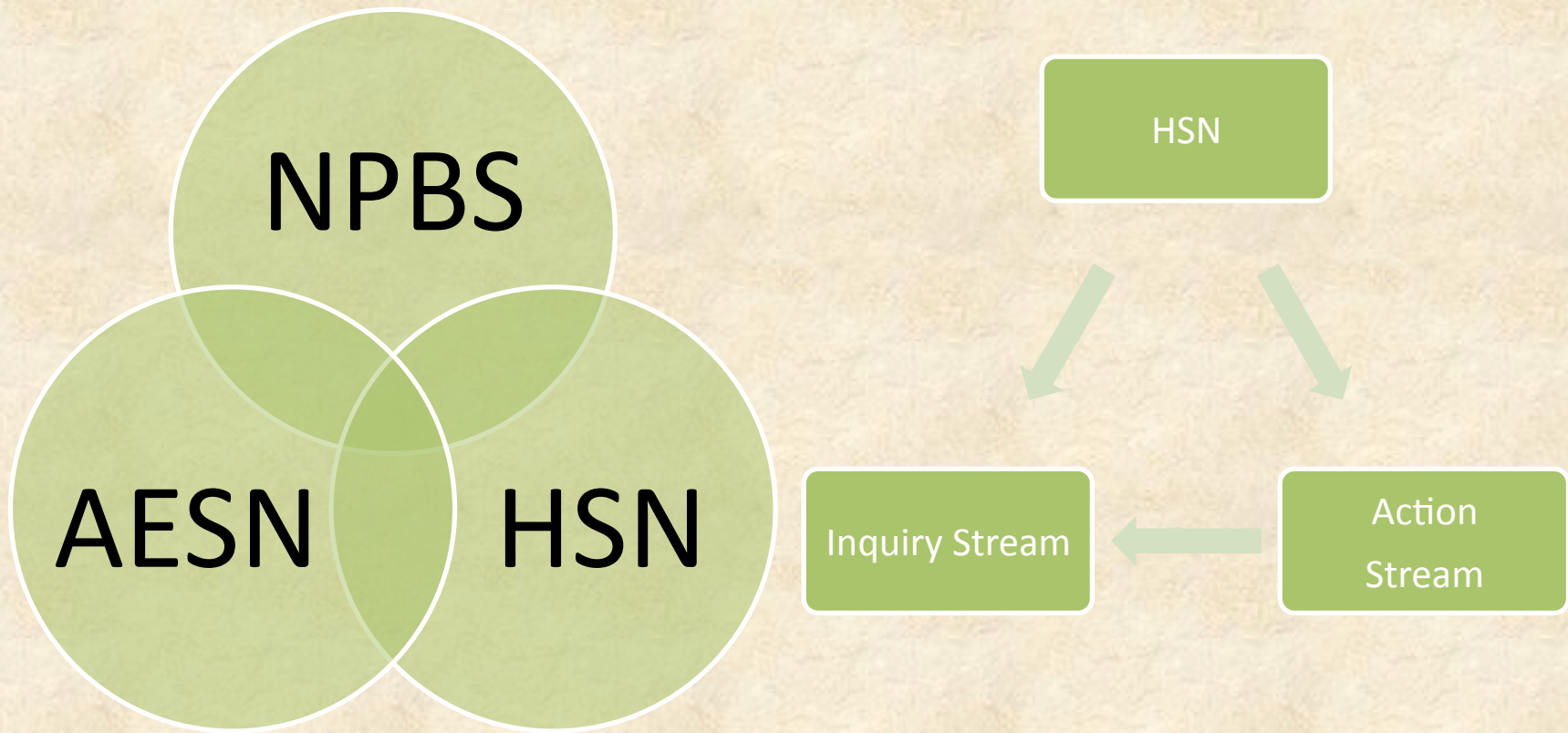


Integrated approach to
4 pillars of CSH

Help
students
reach full
learning
potential

Healthy,
productive
society
members

Networks of Learning



HSN Inquiry Stream

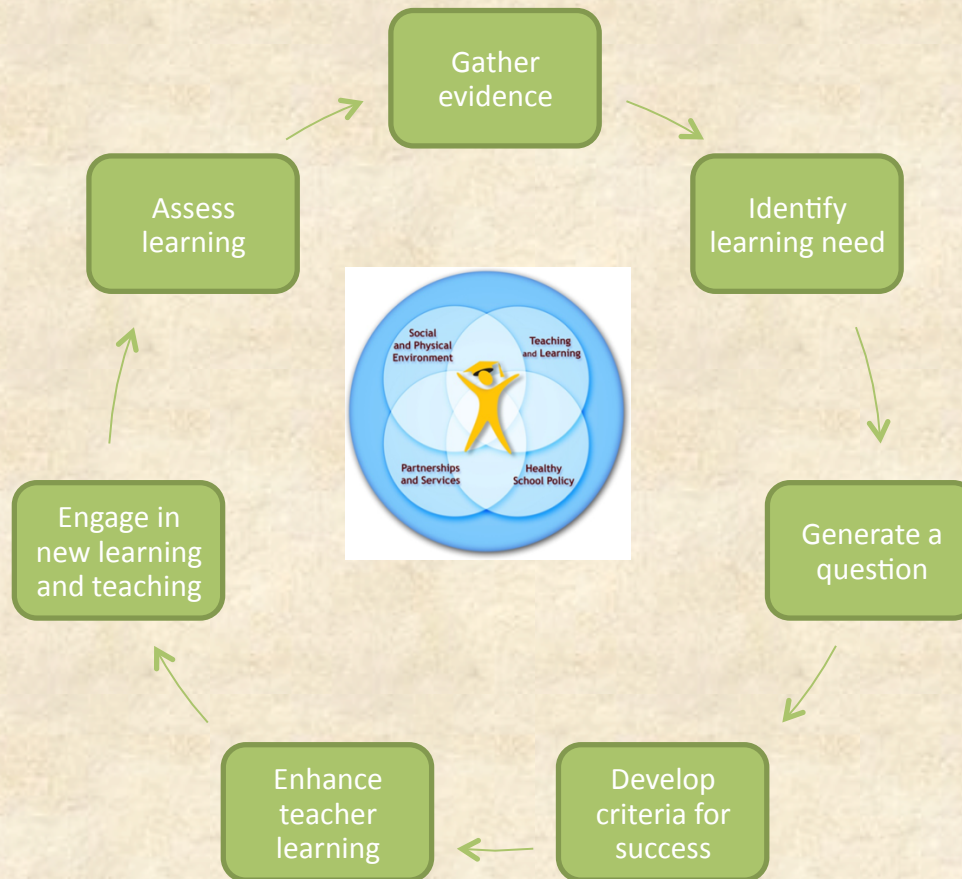
Spirit of Inquiry

- Focus on learning
- Open-minded question
- Criteria for success
- Assessment *for* learning

Networked Learning Communities

- Community of practice
- Distributed leadership
- Online and in-person networking

Network Spiral of Inquiry



What does this look like in practice?

School Health Assessment results:

“Our assessment identified nutrition as the weakest area amongst those assessed, and thus that with the greatest need for education”.

Inquiry Question:

“Does teaching the Sip Smart program influence students' ability to make healthy drink choices?”

Example #2

School Health Assessment results:

“After completing the assessment tool we looked for areas of concern. From here we brainstormed possible strategies to address these concerns. We looked at the feasibility of implementing these strategies and what area seemed most important to our school. Because weekly walks have become an important part of our school culture and a way to connect and partner with our community we decided to choose a question related to our walks.”

Inquiry Question:

“Will educating students about road safety throughout all aspects of our weekly walks and other off-grounds activities, increase student understanding and use of road safety practices as measured by the BC Healthy Living Performance Standards?”

Example #3

School Health Assessment results:

"[Our school] has seen a significant change from last year to this year. Due to school closures in our district, and specifically our area, our school population, including staff members doubled in size. When going through the Network Assessment Tool as a staff, it was clear that an area of need and interest for staff was around the idea of school connectedness. We knew this change would be difficult for new students joining us that had to experience the closing of their former school community."

Inquiry Question:

"How will a focus on emotional health, including the use of attitude/gratitude journals, affect how connected students and staff feel towards the school community, as assessed using the Healthy Relationships strand of the Healthy Living Performance Standards?"

Developing Criteria for Success

“Most students can hit the target if they can see it clearly and it stays still for them”.

- Rick Stiggins

BC Healthy Living Performance Standards

Example – Grade 4 – 6 Healthy Eating Quick Scale

Emerging	Developing	Acquired	Accomplished
<ul style="list-style-type: none">•with support, describes choices students can make for healthy eating•with assistance, understands the importance of food and water as fuel for physical activity•demonstrates a limited awareness of influences on eating habits	<ul style="list-style-type: none">•describes some choices students can make for healthy eating•has a basic understanding of the importance of food and water as fuel for physical activity•demonstrates an awareness of influences on eating habits	<ul style="list-style-type: none">•describes choices students can make for healthy eating using Canada's Food Guide•understands the importance of food and water as fuel for physical activity and overall health•understands influences on eating habits	<ul style="list-style-type: none">•describes and demonstrates choices students can make for healthy eating•understands the importance of food and water as fuel for physical activity and overall health; accesses water and healthy snacks regularly•analyzes influences on eating habits

Assessment for Learning

Assessment is not something we *do* to students. It is a collaborative process that is most effective when it involves self, peer and teacher input.

Assessment for Learning: 6 Big Strategies

- 1) Clear learning intentions**
- 2) Criteria for success**
- 3) Thoughtful questions that generate evidence of learning**
- 4) Thoughtful feedback that moves learning forward**
- 5) Peers as learning resources for each other**
- 6) Learners are the owners of their own learning**

Practice, practice . . . and more practice!

- **HSN Leadership Meetings**
- **Distributed Leadership**
- **NPBS Annual Network Seminar**

Can students tell you. . .

- What they are learning?
- How it is going?
- Where they are going next?

Healthy Schools Example

Prescribed Learning Outcome:

- describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy eating, healthy relationships)
- describe choices they can make for healthy eating, based on Canada's Food Guide to Healthy Eating

Learning intention re-written in child friendly language:

- I can demonstrate different ways that I am developing healthy habits.

GRADE 12 STUDENT LEADERS

CONNECT PURPOSEFULLY WITH PEERS

Promoting Physical Activity to
Grade 9 Health & Career Education Students (HACE)

Presentation by Lynn Brown and
Dover Bay Grade 12 student leaders

Inquiry Question

Will grade 12 student leaders teaching physical activity to a grade 9 HACE class, change student attitude toward physical activity?

We believe Physical Activity is important to the health of all kids

“Physical activity **benefits** everyone **emotionally, socially and physically**. We know that the three components to a good workout include **strength, flexibility and endurance**. The grade 9 students will experience each element in well planned and fun circuits.”
Grade 12 Leadership Team



Physical Activity Does Not Require a Gym!

Every Friday for five weeks physical activity was instructed by grade 12 leaders in the grade 8 locker bay. Students in grade 9 were in five groups and rotated through 4 minute circuits. Each session ended with self assessment and reflection. The grade 12 students worked diligently creating new circuits each week and wrote reflections after each session. The legacy is promoting physical activity at school.

Mrs. Brown, teacher.



What were some positive outcomes teaching younger students?



“Watching the grade 9’s challenge themselves and work outside their comfort zone to complete the drills. We enjoyed teaching and helping these students work on fitness goals.”

Scott Brown & Curtis Keen

What were some positive outcomes from teaching the students your circuit workout?

“ It helped to build leadership skills that will be vital in the future as we enter university or the job market”

– Dylan Kelso & Peter Yoon



Connecting Peers and Promoting Physical Activity is a purposeful legacy to leave behind.

Ben Anderson, Scott Brown, Chris Hackett, Morgan Johnston, Curtis Keen, Dylan Kelso, Bryce Pirozinni, Kyle Salloum and Jordan Vidal , Peter Yoon



Discussion

- **How do you connect school health to student learning in your current practice?**

School Connectedness

“Students feel better about coming to school. They feel more in control of their ability to deal with stressful situations at school e.g. bullying, taking tests. Students know what they are expected to do and learn, and students know what they need to do to progress their in their learning. Students were able to provide descriptive feedback through self assessment and peer assessment. Students demonstrated ownership of their learning by showing how and what they learned at school. This also helped them at home with friends. They understand that these skills they are learning and practicing will help them in life.”

History of DASH

- DASH BC is celebrating 25 years of:
 - *advocating* for comprehensive school health
 - acting as a ~~data~~ *catalyst* for school health activities
 - *mobilizing* school health initiatives throughout the province.

Roots of DASH

- **DASH BC's early roots lie in:**
 - cross sector collaboration
 - curriculum development
 - networking and knowledge sharing

Transition of DASH

- **Late 80's - 90's:**

Provincial Healthy Schools Program

- **Early 2000's:**

Consulting on provincial and national initiatives

Key Consultations

- **2005: Consultation on Healthy Schools Framework for BC**
- **2006: First home of the Joint Consortium for School Health**

Programs and Initiatives

Healthy Schools Network

Action Schools! BC

International Walk To School Week

Healthy Fundraising For Schools

School Health Resources

“Join the healthy schools movement...because healthy living is key to learning and life success.”



Healthy Schools Portal

- **There is an array of healthy schools initiatives available in British Columbia**
- **Schools find it challenging to navigate the broad range of programs, policies and resources**
- **There is confusion and doubt in the education system about the usefulness of these initiatives**

Vision

- Increase awareness of **Comprehensive School Health** and how provincial programs, policies and resources work together to support improvements in student health
- Bring together tools and resources **from government** and BC partners in living online directory
- Serve as a **“one-stop”** shop for school health initiatives in BC

Outcomes From Consultations

- **Healthy Schools Handbook should have:**
 - An ability to target multiple stakeholders and meet their needs
 - Stakeholders can include parents, teachers, students, administrators
 - 2 or 3 pages linking CSH evidence to array of Healthy Living programs
 - Links to provincial healthy living tools and resources for BC government partners
 - Technology that supports living, searchable resources
 - An ability to share best practices

Contact Us

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