



PROJECT

# GENERAL PRESENTATION

## FOOTPRINTS FOR LEARNING ACADEMY

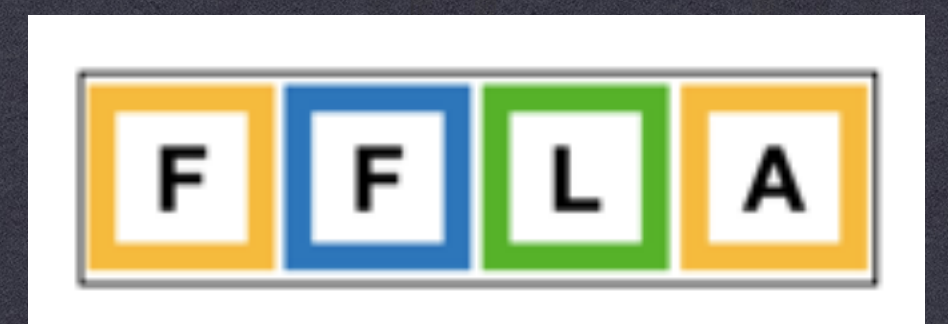
DATE

2023/2024



# EMBEDDED CORE BELIEFS

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# The FOUNDATION at its Onset

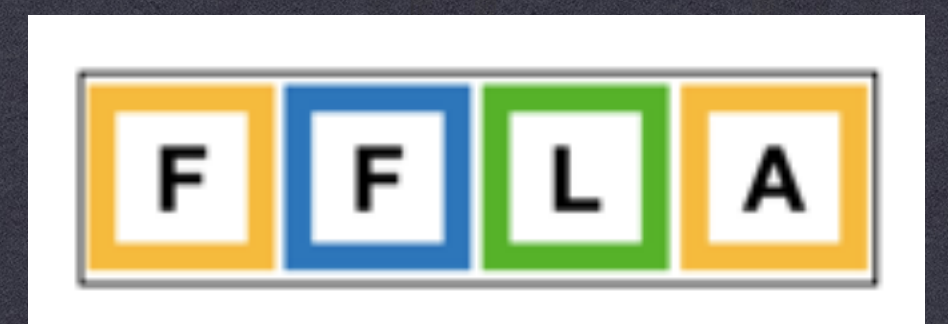
- \* FFLA began as a unique entity in the landscape of Alberta's education. This Independent School Authority wanted:
  - \* to scaffold LITERACY with a special focus on vocabulary;
  - \* to foster mastery and independent pacing in its NUMERACY;
  - \* to embrace ENTREPRENEURSHIP as an essential learning subject;
  - \* to grow SPANISH language learners for a global perspective, and;
  - \* to embrace CITIZENSHIP in its skills and values;
  - \* to become GLOBALLY AWARE in all that we do.





# CONTINUOUS QUALITY IMPROVEMENT

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# FFLA's Growth and CHANGE

- \* We expanded our grade levels and classrooms inside our home;
- \* We added to our student, parent, and teaching population;
- \* We grew our understanding of primary, elementary, middle, and high school learnings;
- \* We followed the leadership of Alberta Education and its evolving mandates;
- \* We researched and discovered new ways and means for our curricula assessments, and pedagogy.



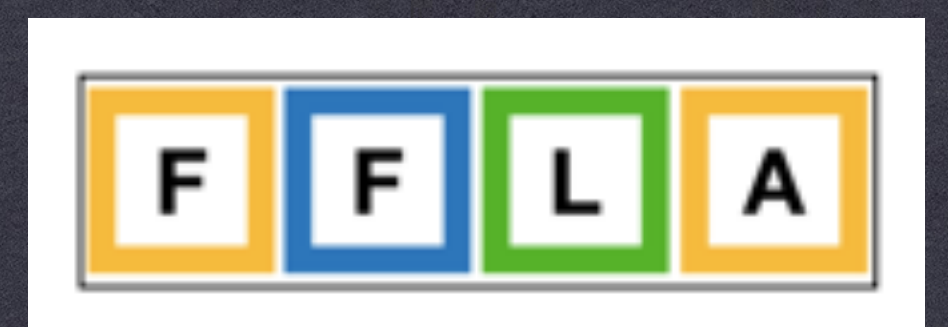
# The Thoughts Behind a FRAMESHIFT

- \* AT FFLA WE WANTED TO EMBRACE PURPOSEFUL CHANGES THAT FOCUSED ON THE STUDENTS OF TODAY AND TOMORROW.
- \* The plans were drafted with pause, reflection, discussion, and deliberation. As an Accredited Authority of ALBERTA EDUCATION, we would follow all guidelines, mandates, and programs of study - this maintained the **FRAME** of our work. It was then that we would take an inventory of our FFLA MISSION, VISION, and PHILOSOPHY to review and redraft the core elements of the school to discover current needs and wants of value - this determined our **SHIFT** forward.
- \* Our transition or shift is meant to target **ENTREPRENEURSHIP** as in well-designed courses from Grade 4 to Grade 12. And to further this aim with embedded cross-curricular lessons coupled with a study to enrich **GLOBAL AWARENESS**. These learnings have universal constructs for all studies and directly reference AB ED's Core Competencies for students as **FFLA Skills and Values**. This is further enhanced with the study of **SPANISH** as a global business language.



# A NEW TEMPLATE

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# A Mission, Vision, and Philosophy

The Mission: At Footprints for Learning Academy (FFLA), our MISSION is to provide students with an authentic learning journey that fosters academic achievement, learner competencies, and a global mindset within an entrepreneurship framework. It is through entrepreneurial knowledge and skills that we empower students to become responsible and responsive global citizens who are well able to contribute value to our learning and living as individuals and as a society.

The Vision: Our VISION at Footprints for Learning Academy is to create an educational institution that embraces learning pathways with authentic applications and solution-based programs that empower students to become resilient, adaptive, innovative and globally aware in their explorations.

The Philosophy: The FFLA PHILOSOPHY is based on FIVE ELEMENTS: To Empower Purpose Driven Learning / To Structure an Entrepreneurial Focus / To Provide Authentic Learning Experiences / To Foster a Global Perspective / and To Embrace a Holistic Approach.



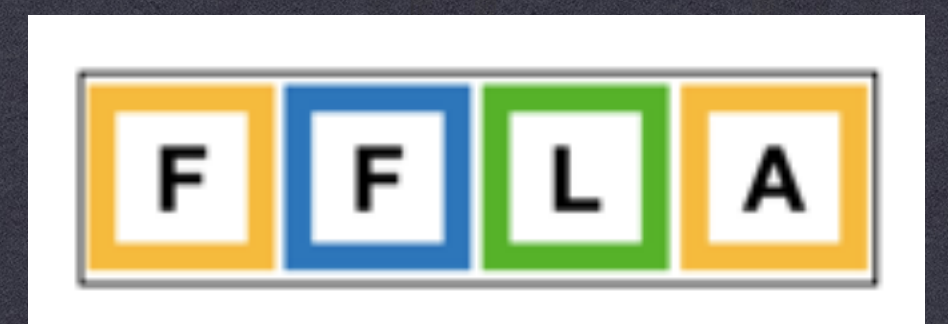


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# THE CORE CURRICULA

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# ELAL

## ALBERTA EDUCATION PROGRAM OF STUDY -

Language is a uniquely structured system that forms the basis for thinking, communicating, and learning. Influenced by numerous cultures and languages over many centuries, English has grown to become a prominent language for international communication. English language arts and literature involves learning about historical aspects and contemporary applications of the English language through the interrelated strands of reading, writing, listening, speaking, viewing, and representing. Engagement with a wide variety of texts offers students opportunities to expand their thinking beyond personal experiences, to think critically about ideas and information, and to explore creative expression.

## ENGLISH LANGUAGE ARTS AND LITERATURE GENERAL LEARNER OUTCOMES:

- \* REFLECT - 1.1 Discover and explore 1.2 Clarify and extend
- \* COMPREHEND - 2.1 Use strategies and cues 2.2 Respond to texts 2.3 Understand forms, elements and Techniques 2.4 Create original text
- \* MANAGE - 3.1 Plan and focus 3.2 Select and process 3.3 Organize, record and evaluate 3.4 Share and review
- \* COMMUNICATE - 4.1 Enhance and improve 4.2 Attend to conventions 4.3 Present and share
- \* COLLABORATE - 5.1 Respect others and strengthen community 5.2 Work within a group



# In Achieving Literacy

## 1. WORKING WITH WORDS

- ❖ Phonics, Spelling, Grammar, Sight Words and Vocabulary
- ❖ Word Wall Activities and Mastery Word Lists
- ❖ Making Words – spelling, sorting & transferring new words from the core word list
- ❖ Grammar in workbooks

## 2. READING

- ❖ Explicit Instruction– Modelling through Story-telling and read aloud
- ❖ Shared Reading
- ❖ Guided Reading (with Reading Anthology Programs for K-5)
- ❖ Independent or Levelled Reading



# Literacy Foundations

## **Gr. K-4 Focus**

- ❖ Speech sounds and Spelling Programs (e.g. Lively Letters)
- ❖ Grammar exercises and lessons
- ❖ Applied hand-writing books and lessons
- ❖ Scaffolded in reading programs
- ❖ Centres and the Daily Five
- ❖ Six Strands of Experiencing Literature



# Literacy Foundations

## **Gr. 5-8 Focus**

- ❖ Grammar rules and application
- ❖ Writing structures and vocabulary explorations
- ❖ Test preparation for reading comprehension
- ❖ Visual Literacy
- ❖ Novel studies and Reading Anthologies



# Writer's Workshop

## **Gr. K-8 Initiative**

- ❖ Students share their ideas to increase ownership
- ❖ Students have planned practice to increase writing skills
- ❖ Students plan, draft, edit, and publish
- ❖ This initiative focuses on content for creative thought and choice in writing
- ❖ This initiative develop narratives, essay work, and reporting for project-based learning



# Advancing Literacy

## **HIGH SCHOOL - SECONDARY LEARNING IN LITERACY**

- ❖ Genre unit studies (e.g. Novels, Shakespearean Dramas, Poetry, Media, etc.)
- ❖ Digital Literacy embedded
- ❖ Word work and Grammar application
- ❖ Literacy devices study
- ❖ Comprehension work
- ❖ Essay and Narrative writing
- ❖ Portfolio explorations
- ❖ Embedded elements of FNMI and Entrepreneurship and Learning Competencies



# MATHEMATICS

## ALBERTA EDUCATION PROGRAM OF STUDY -

Mathematics is a universal language relying on a shared understanding of symbols and procedures to communicate ideas efficiently. It is a powerful tool used every day to solve real-life problems. The beauty of mathematics inspires curiosity about our world and the universe. As a subject, mathematics has historical roots in many cultures and continues to evolve in support of innovations. Mathematics involves learning across various disciplines, including arithmetic, algebra, geometry, statistics, and probability. In all disciplines, procedures may range from counting, calculating, and measuring to analyzing, modelling, and generalizing.

## Mathematical PROCESSES include:

- COMMUNICATION
- CONNECTIONS
- MENTAL MATH & ESTIMATION
- PROBLEM SOLVING
- THEORIES AND PROOFS / REASONING
- TECHNOLOGIES
- VISUALIZATION
- APPLICATION



# Numeracy and Mathematics

Recommended Alberta Education Student Texts **Math Makes Sense** with **Math U See** integration blends a student directed with a group lesson pedagogy. THIS WILL TRANSITION WITH THE IMPLEMENTATION OF THE NEW CURRICULUM.

Systematic scaffolded approach allows to move forward with careful alignment to the Alberta Program of Studies.

Incorporates all modes of learning:  
Hands-on, visual, modelling, and auditory for an essential UDL approach.

Ability based progression for Mastery in the Mechanics of Number Sense with Problem-Solving and Modelling for Exploration and Extension.

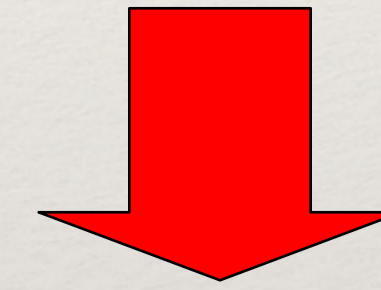
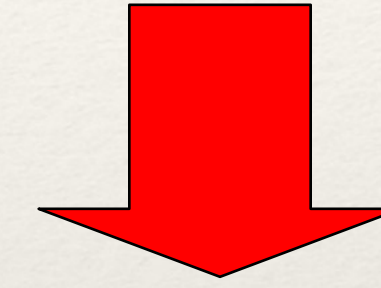
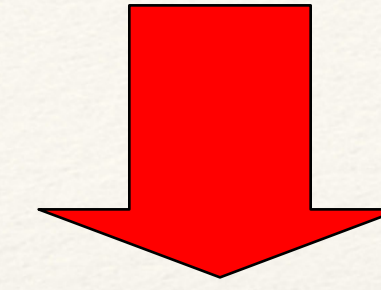
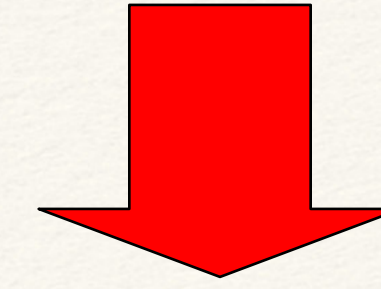


First, you see it.

Then, you hear it.

Then, you build or  
model it.

Now, you solve or  
apply it!



The Flipped Learning APPROACH is used to be sure that each student creates their own meanings in mastery.



# SCIENCE

## ALBERTA EDUCATION PROGRAM OF STUDY -

Science is the study of many interconnected disciplines, including physics, chemistry, biology, Earth science, astronomy, and computer science. Science is creative, collaborative, and dynamic; is based on experience and evidence; and employs objective methods for observing, collecting, and analyzing data. Scientific knowledge is developed, refined, and extended as new evidence is uncovered. The study of science allows students to nurture curiosity, ask and answer questions, explore scientific and technological concepts, and acquire knowledge and understanding of the world.

LEARNER OUTCOMES are embedded into thematic or topic outlines that include the following:

- \* MATTER (Chemistry)
- \* ENERGY (Physics)
- \* EARTH SYSTEMS (Ecology)
- \* LIVING SYSTEMS (Biology)
- \* COMPUTER SCIENCE (Programming)
- \* SCIENTIFIC METHODS (Experimentation)
- \* APPLICATIONS & CONTEXTS



# SOCIAL STUDIES

## ALBERTA EDUCATION PROGRAM OF STUDY -

Social Studies provides opportunities for students to develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed, global, and responsible citizens of an advancing democracy.

The NEW CURRICULUM IS IN PROGRESS and should be ready for implementation next year. At FFLA we expand on these core topics with Global Awareness.

## LEARNER OUTCOMES:

Grade 6 - Democracy: Action and Participation • 6.1 Citizens Participating in Decision Making • 6.2 Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy

Grade 7 - Canada: Origins, Histories and Movement People • 7.1 Toward Confederation • 7.2 Following Confederation: Canadian Expansions

Grade 8 - Historical Worldviews Examined • 8.1 From Isolation to Adaptation: Japan • 8.2 Origins of a Western Worldview: Renaissance Europe • 8.3 Worldviews in Conflict: The Spanish and the Aztecs

Grade 9 - Canada: Opportunities and Challenges • 9.1 Issues for Canadians: Governance and Rights • 9.2 Issues for Canadians: Economic Systems in Canada and the United States



# Project-Based Learning

- ❖ Both of these core subjects in the Alberta Program of Studies will cover a wide range of content. Within each program, FFLA often incorporates:
- ❖ **PROJECT BASED LEARNING** where students are given formative feedback in their own way-finding and meaning-making of knowledge. In this, there will be:
  - ❖ Experimentation to problem solve
  - ❖ Exploration of artifacts to encourage critical thought
  - ❖ Collaboration to learn effective goal-oriented communication
  - ❖ Student voice and choice (with guidance and supervision)
  - ❖ Publicly presented final products to celebrate learning at FFLA



# SPANISH

## ALBERTA EDUCATION PROGRAM OF STUDY -

The value of Spanish programming for Alberta society as a whole is enormous, given the important economic role the Spanish-speaking countries are playing in the international market and their increasing trading partnership with Alberta and Canada. Apart from the common advantages related to the learning of an international language, it permits an insight into the rich and varied cultures developed in the Spanish-speaking world and bestows more opportunity to communicate directly with Spanish-speaking people. As well, for some students with prior knowledge of the language and cultures, it offers an opportunity for renewed contact. It contributes to maintaining and developing literacy for those whose first language is Spanish.

## On Learner Competence -

LC-1 attend to form -

LC-2 interpret and produce oral texts

LC-3 interpret and produce written texts

LC-4 apply knowledge of the sociocultural context

LC-5 apply knowledge of how text is organized, structured and sequenced in Spanish

## On TPRS -

Step 1 - Establish meanings with VERBS

Step 2 - Apply meanings to oral stories

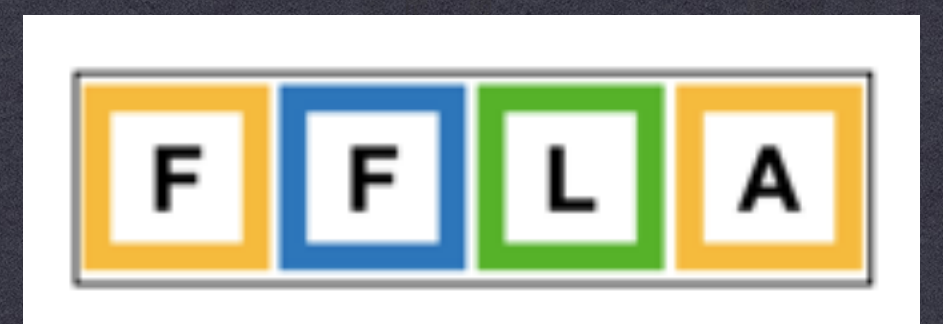
Step 3 - Read and compose written texts

Step 4 - Assess oral and written production



# UNIQUE PROGRAMS

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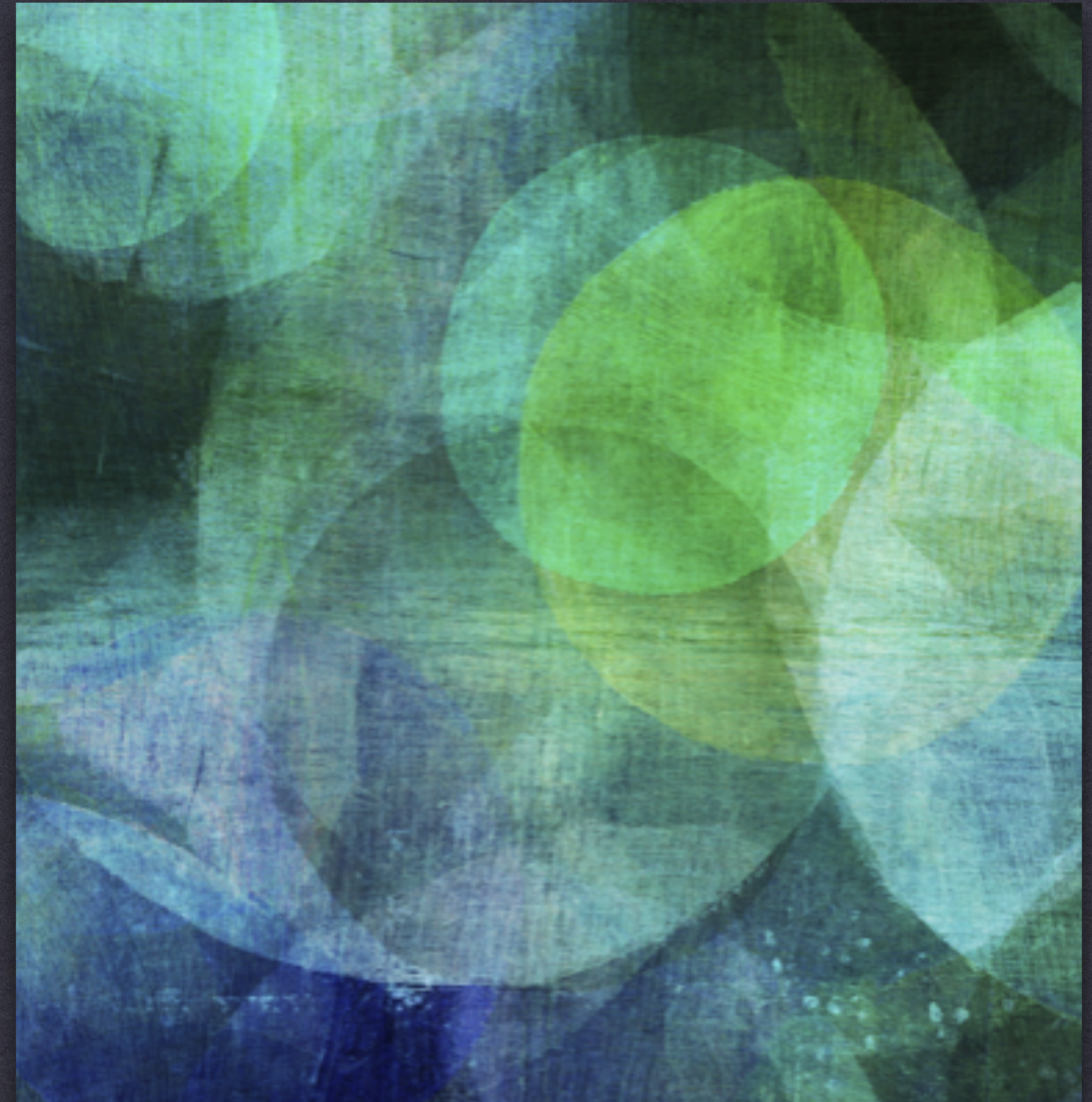
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# COMPETENCIES

## SKILLS AND VALUES

- \* **GROWTH MINDSET**
- \* **CREATIVE THINKING**
- \* **CRITICAL THINKING**
- \* **COLLABORATION**
- \* **COMMUNICATION**





# Competencies as a Connectivism



Ubiquitous life-long learning tools:

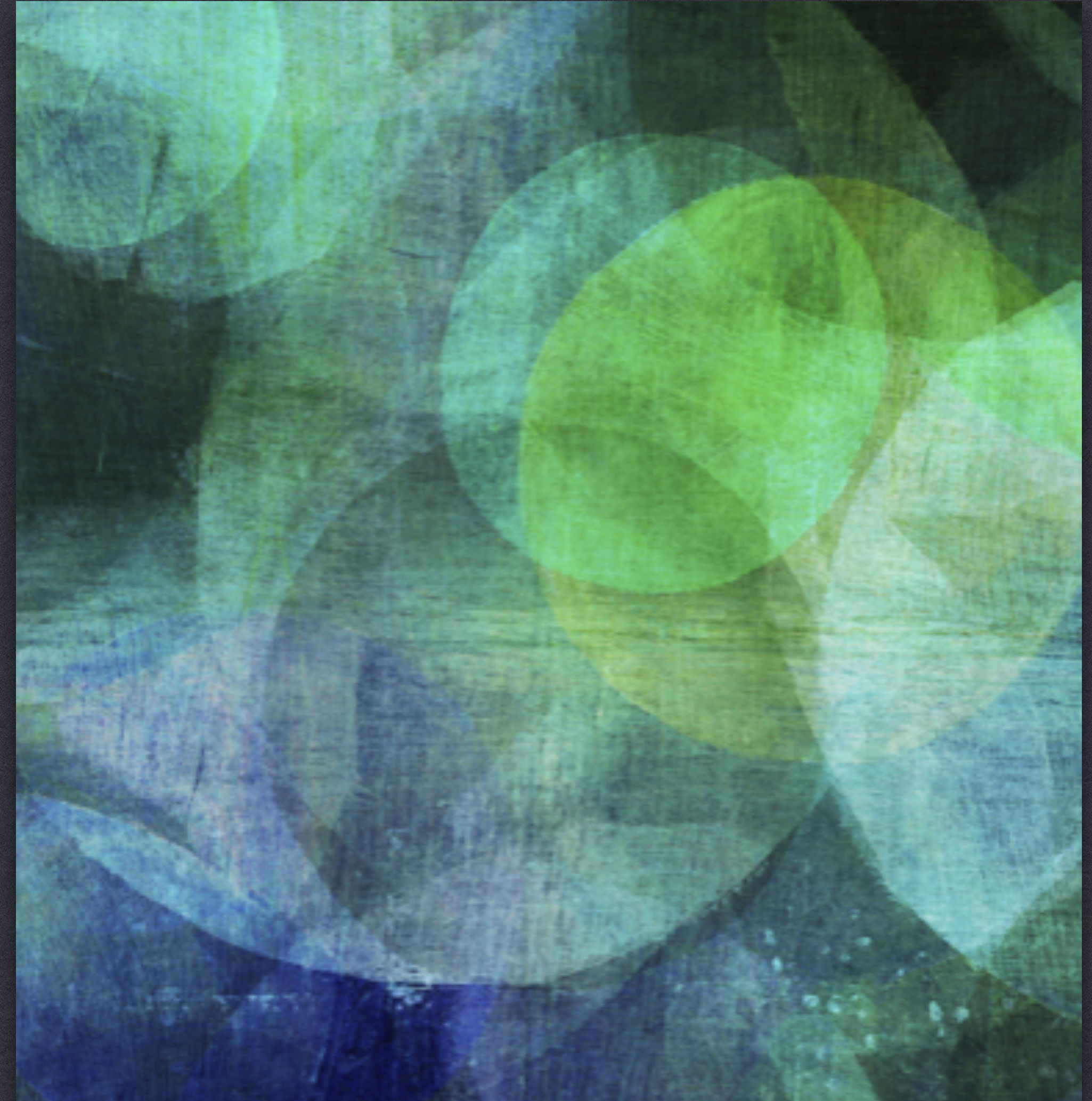
CRITICAL THINKING (September)  
PROBLEM SOLVING (October)  
CREATIVITY AND INNOVATION (November)  
COLLABORATION (December)  
MANAGING INFORMATION (January)  
COMMUNICATION (February)  
CULTURAL and GLOBAL CITIZENSHIP (March)  
PERSONAL WELLBEING (April)  
GROWTH MINDSET and RESILIENCE (May)  
SELF-DIRECTION and IDENTITY (June)



# ENTREPRENEURSHIP

## VENTURE LITERACY

- \* **DISCOVERY - FRESHINCEDU**
- \* **DESIGN - MXINCEDU**
- \* **DEVELOPMENT - INCUBATOREDU**
- \* **DELIVERY - ACCELERATOREDU**
- \* **COMPETENCIES - MOBILEMAKERSEDU**





# ENTRE

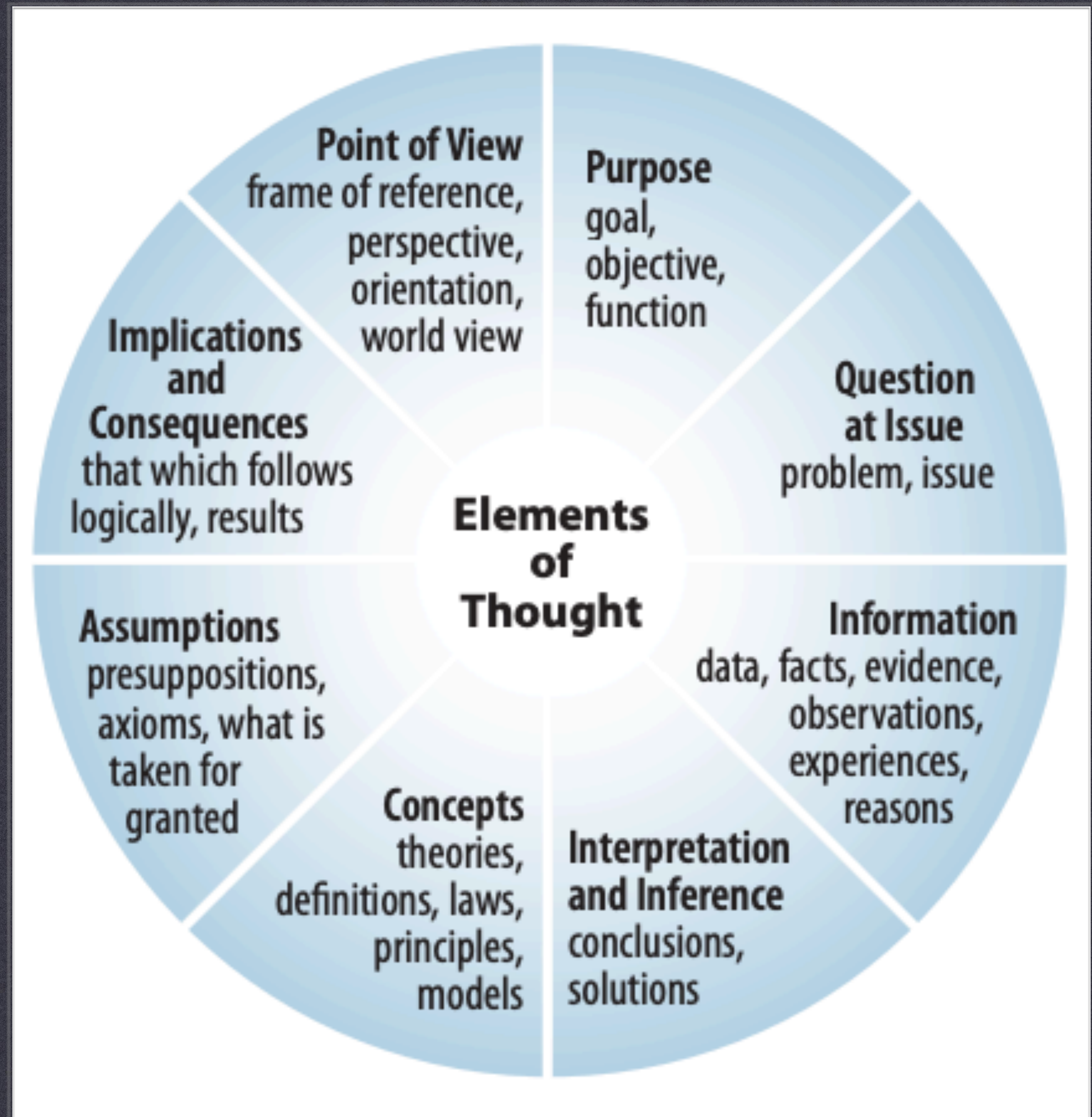
## CONCEPT DEVELOPMENT





# ENTRE

## THINKING IT THROUGH



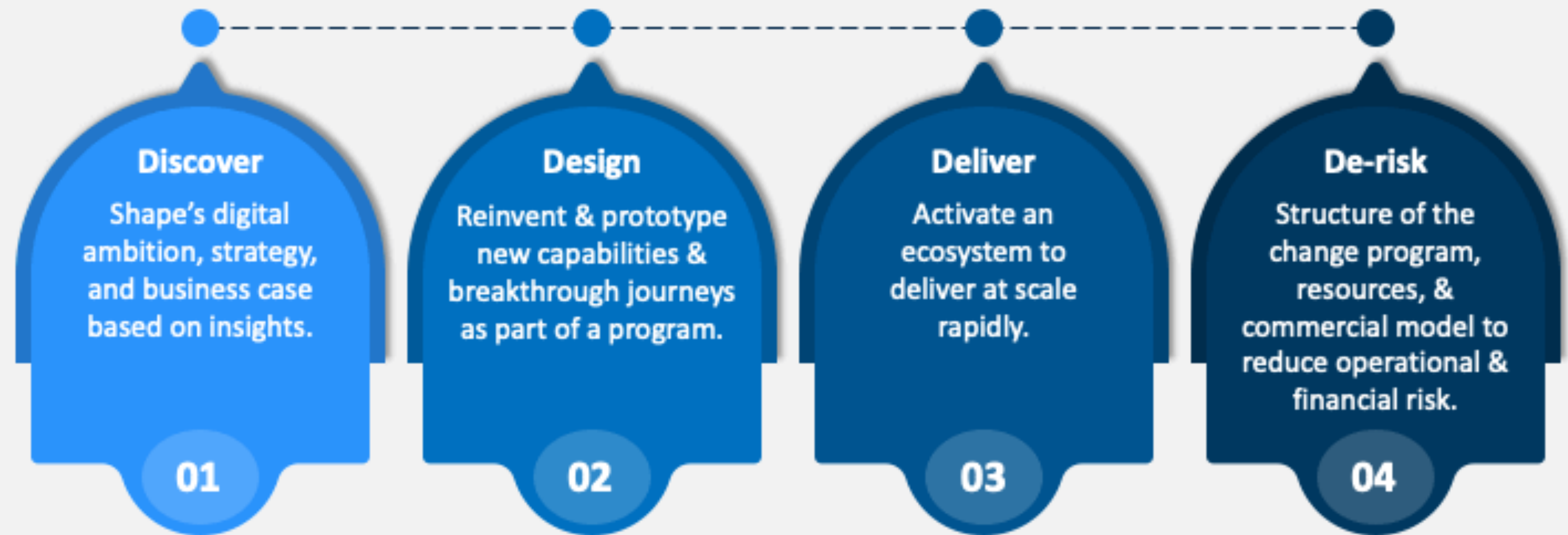


# ENTRE

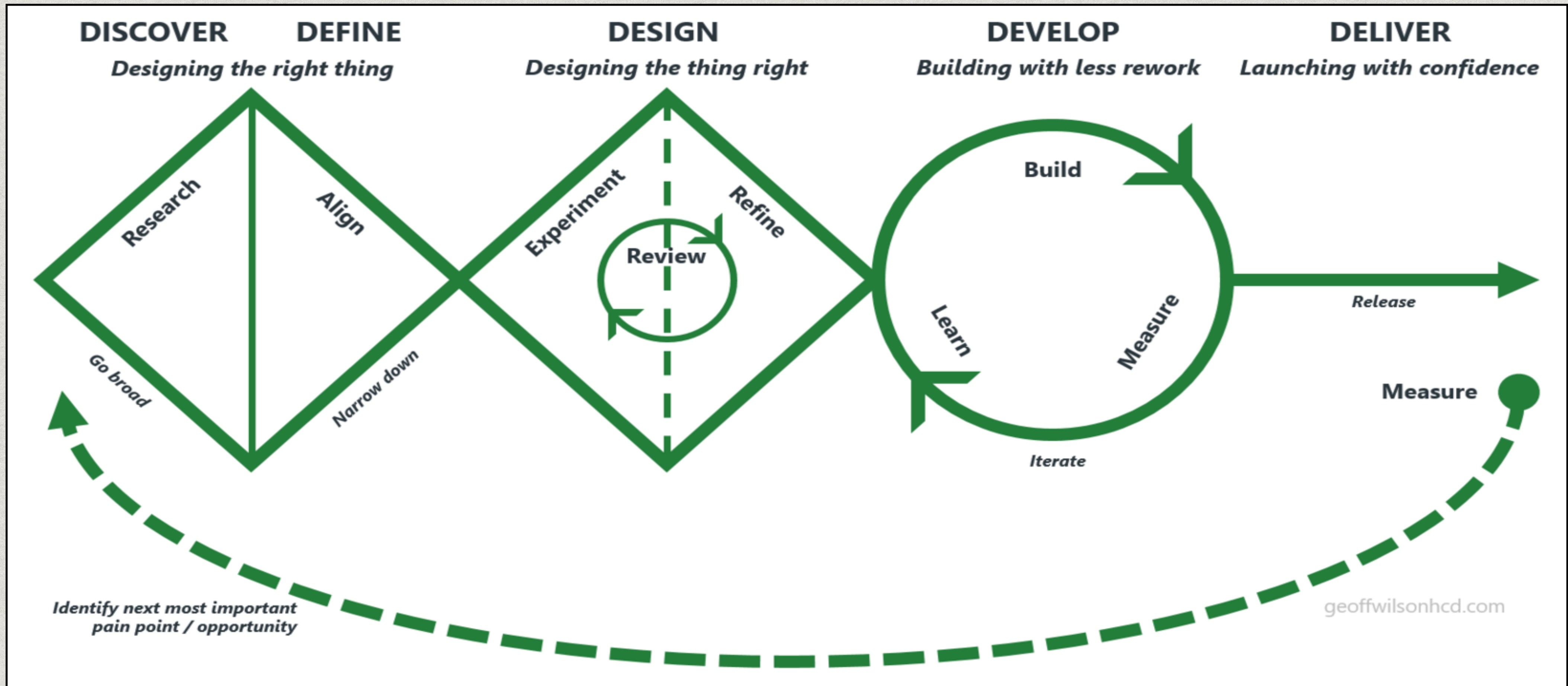
## FOLLOWING A PROCESS

### DISCOVER DESIGN DEVELOP DELIVER

The 4Ds of Digital Transformation





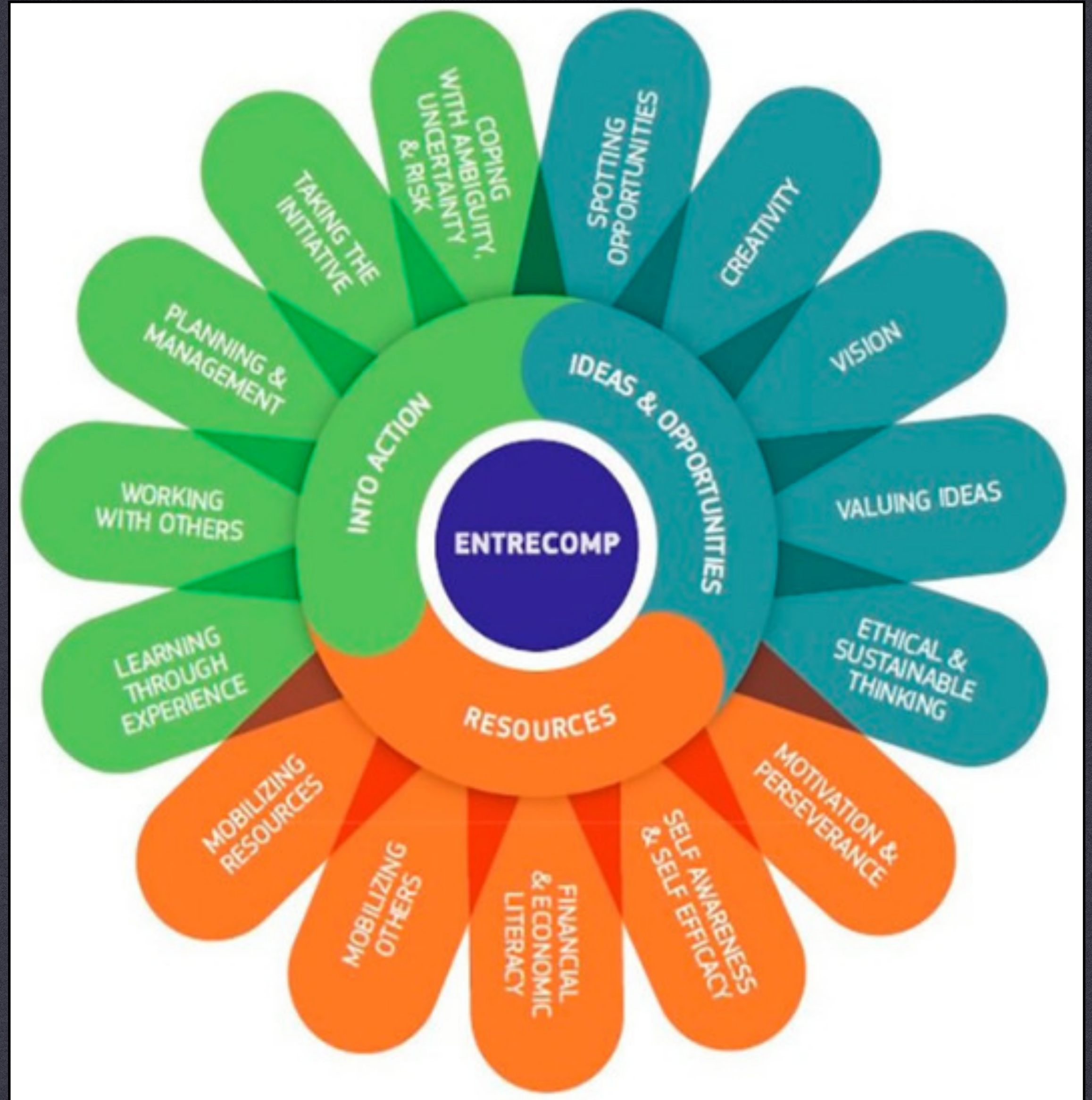


An **ENTREPRENEURSHIP** Map



# ENTRE

## GAINING COMPETENCIES

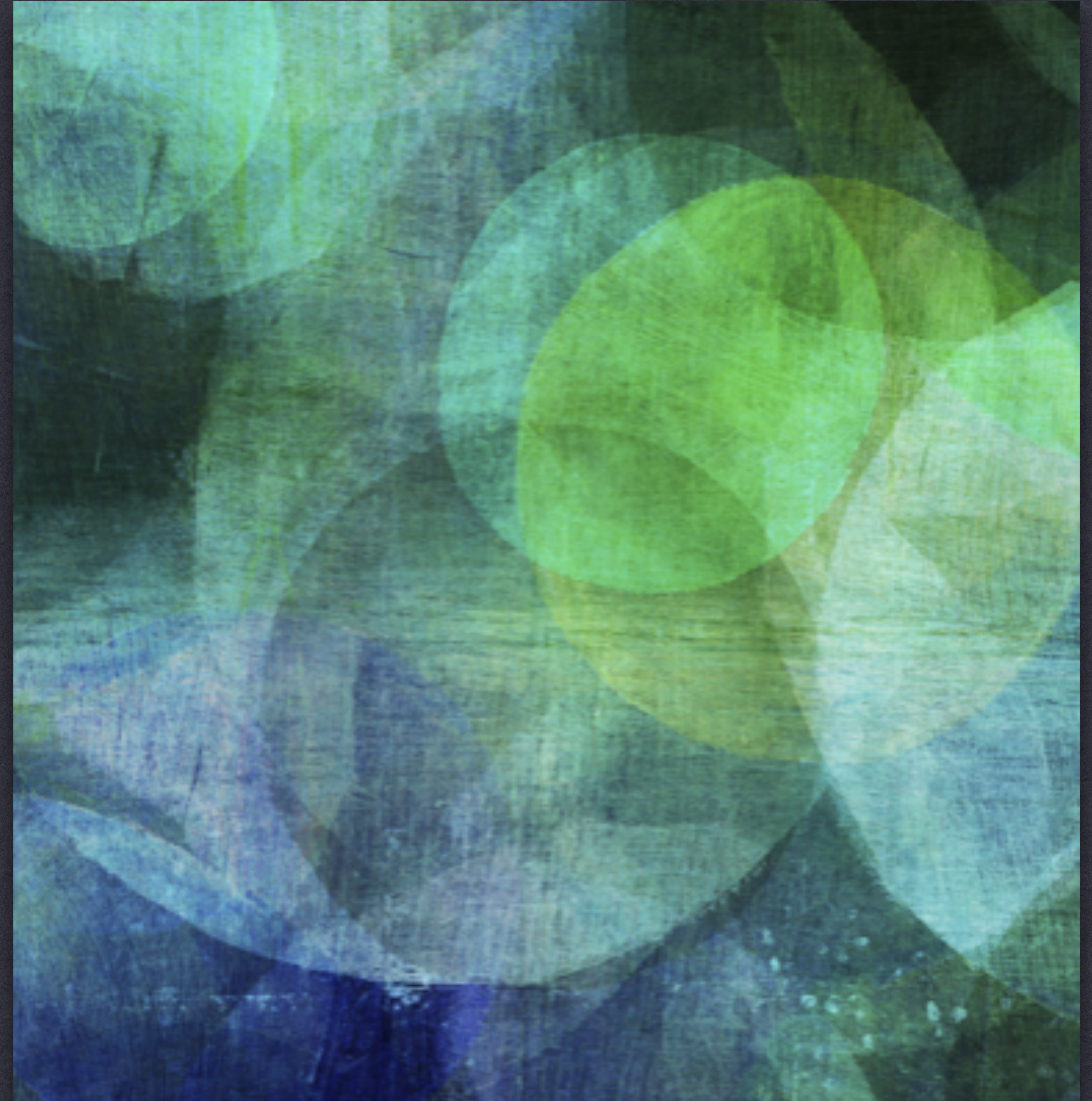




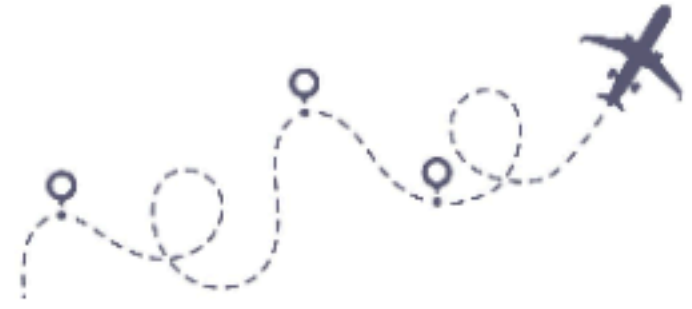
# GLOBAL AWARENESS

## EXPLORATION & MINDSET

- \* **CONTINENTS**
- \* **GEOGRAPHY**
- \* **HISTORY**
- \* **CULTURE**
- \* **SOCIETY - ECONOMICS &  
GOVERNMENT**







## DESTINATION A

### KINDERGARTEN/GRADE ONE - SEVEN CONTINENTS

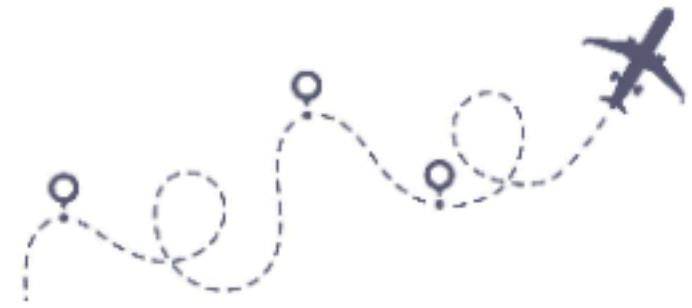
**Scope and Sequence (K and G1):** Kindergarten and Grade 1 students will explore who they are in relation to



## DESTINATION B

### GRADE TWO - OCEANIA and ANTARCTICA

**Scope and Sequence (G2):** Grade 2 students will investigate life in three diverse communities within Canada. They will apply their understanding of various aspects that define communities, such as



## DESTINATION C

### GRADE THREE - AFRICA

**Scope and Sequence (G3):** Grade 3 students will investigate life in four diverse communities around the world. Students will inquire into how geographic, social, cultural and linguistic factors affect quality of life in communities in the world.



## DESTINATION D

### GRADE FOUR - SOUTH AMERICA

**Scope and Sequence (G4):** They will appreciate how these characteristics reflect people's interaction with the land and how physical geography and natural resources affect quality of life. Through

#### GRADE LEVEL

Kinder/Grade 1

Grade 2

Grade 3

#### FOCUS REGION

SEVEN CONTINENTS

OCEANIA and ANTARCTICA

AFRICA



Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Grade 9

SOUTH AMERICA

NORTH AMERICA

AUSTRALIA

EASTERN EUROPE/MIDDLE ASIA

WESTERN EUROPE/EAST ASIA

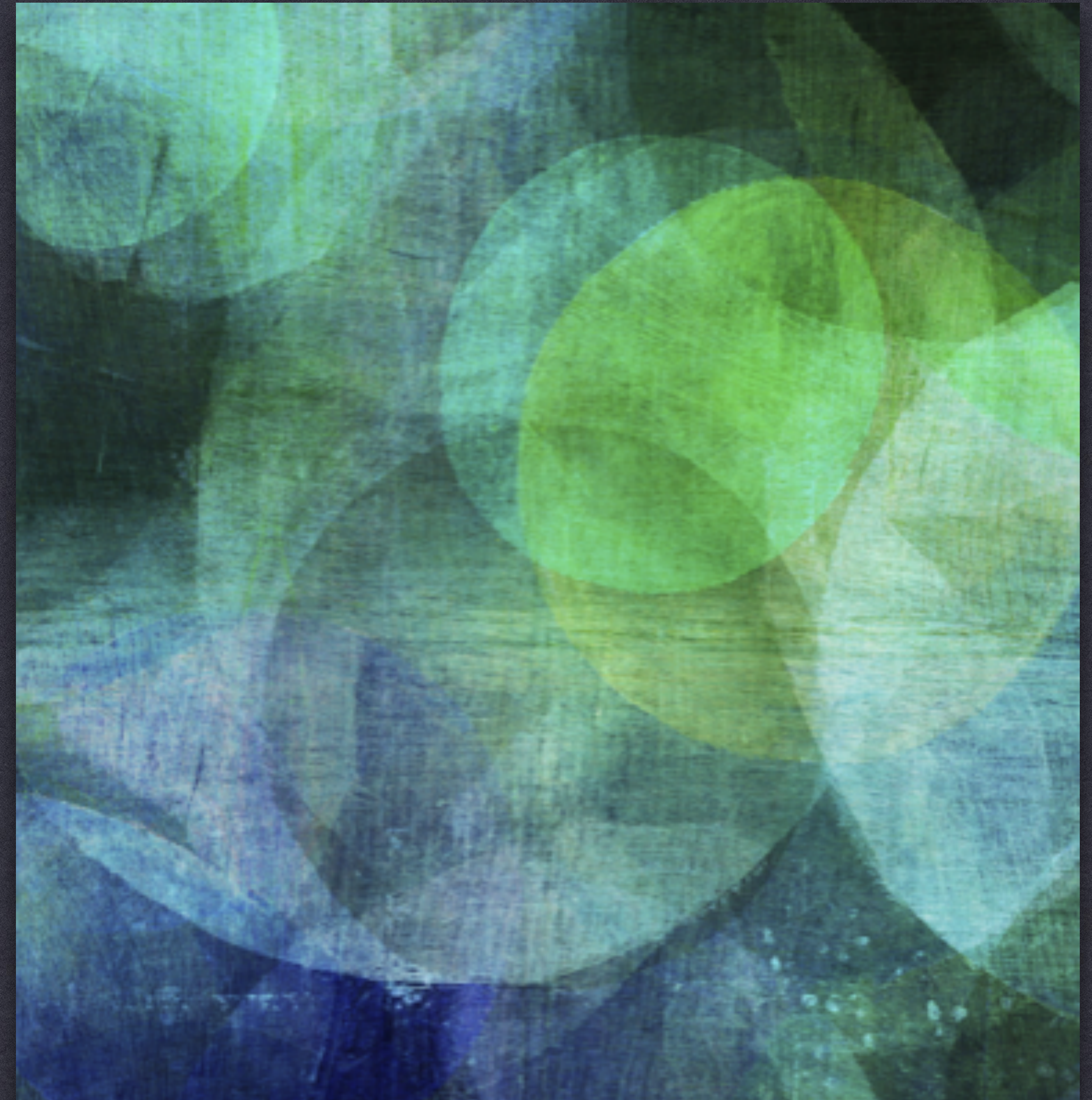
AFRICA/NORTH AMERICA



# ELECTIVES

## CTF MODULES

- \* **ATHLETICS**
- \* **CITIZENSHIP**
- \* **FINE ARTS**
- \* **LANGUAGES**
- \* **STEM**
- \* **DIGITAL WORLDS**

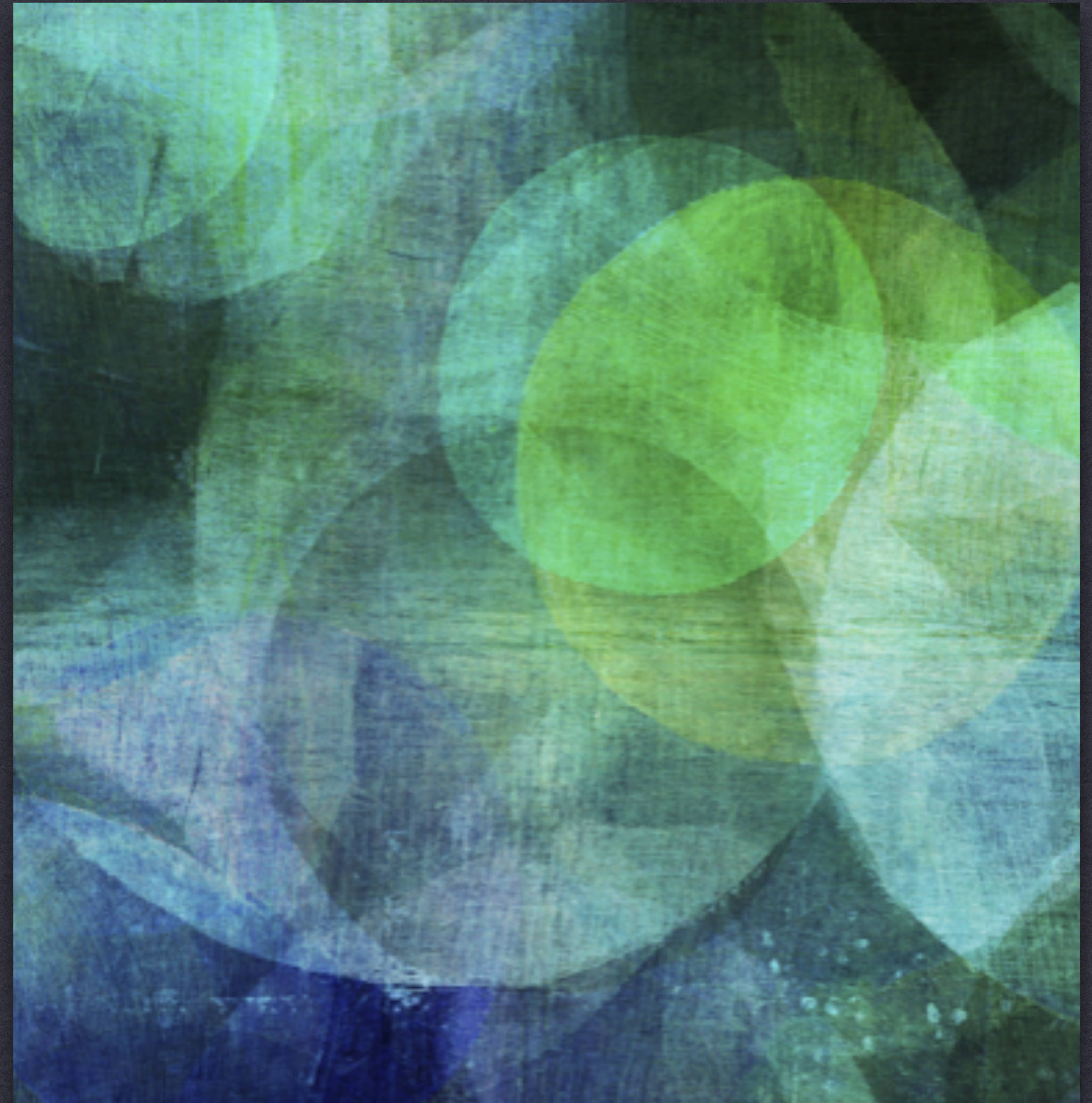




# STUDY SKILLS

## LEARNING HABITS

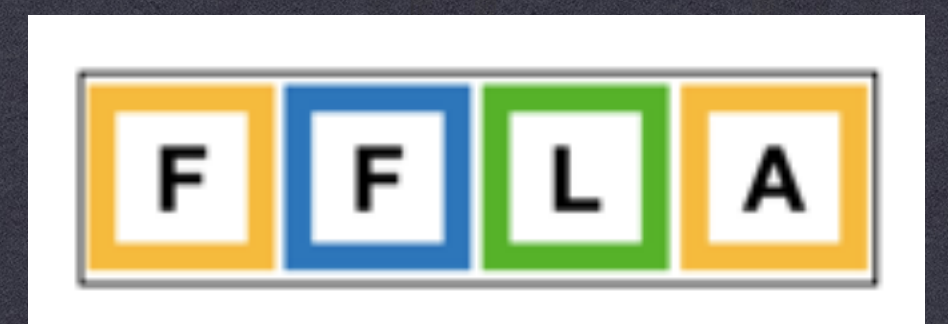
- \* **ROUTINES**
- \* **STRATEGIES**
- \* **RELEARNING**
- \* **REVIEWING**
- \* **TESTING**
- \* **MOTIVATION**





# ASSURANCES

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# On Wellness

- \* Alberta Education Guidance
- \* Policy Development
- \* IPP Lead
- \* Guidance Lead
- \* Focus Staff Meetings
- \* Professional Learning
- \* Extracurricular Activities
- \* Leadership Framework for Students





# On Academics

- \* Vocabulary Focus with Tier II Words
- \* Reading Comprehension Skillsets
- \* Numeracy Mastery
- \* Cross-curricular competencies
- \* Test preparation





# On Entrepreneurship

- \* Direct Teaching of Entrepreneurial Processes
- \* Project based Learning inside of Global Awareness
- \* Embedded competencies
- \* Cross-curricular and cross-grade opportunities
- \* Technology applications





# On Blended Learning

- \* A small cohort of secondary learners ... our first FFLA GRADUATES
- \* A Moodle platform with all core courses and specialist teachers
- \* Entrepreneurship courses aligned to CTS modules for 10 credits
- \* Work Experience opportunities for 15 credits
- \* Spanish language learning for 15 credits



# On Policy

- \* Alberta Education Guidance
- \* FFLA Board Governance
- \* FFLA Community Voice
- \* Policies - Student / Parent / Teacher / Governance / Programming
- \* Professional Learning



# On Technology

- \* BRING YOUR OWN DEVICE for Middle School and High School
- \* Google Classrooms K-12 with Google Suite of Application
- \* Moodle Program Platforms for High School
- \* Introductory Level Coding
- \* New Explorations of AI
- \* Professional Learning



# On Athletics

- \* Intramurals
- \* Electives
- \* G7-9 AAA League Play
- \* G10-12 FFLA Individual Play
- \* G10-12 Association with RVS for Team Play
- \* Field Trips



# On Community

- \* Volunteers for Literacy and Numeracy
- \* Mentors for Entrepreneurship
- \* Speakers for Citizenship
- \* Students as Community Citizens / Entrepreneurs / Scientists
- \* Inclusion and UDL
- \* FNMI



# On Accountability

- \* Annual Operating Plan for Alberta Education
- \* Annual Education Plan for Alberta Education
- \* Annual Analysis of Results Report for Alberta Education
- \* Periodic Monitoring Review by Alberta Education
- \* Report Cards in Trimesters and Semesters
- \* Year Plans and Unit Plans for Formative Learning towards Summative Assessment



“We need to move beyond the idea that an education is something provided for us, and toward the idea that an education is something that we create and individualize together.”

EXPLORE ACHIEVE EXCEL

