

Framework for Enhancing Student Learning



SCHOOL DISTRICT 5
SOUTHEAST KOOTENAY

School District No. 5 (Southeast Kootenay)
Numeracy



September 2025

Numeracy

Numeracy Goals and Strategies














Intellectual Development







Goal	Build capacity in teachers to use student-centered instruction and assessment practices to foster students' thinking, understanding, agency, and self-efficacy in math and numeracy.
Expected Outcome	Centering culturally responsive instructional and assessment practices will create more equitable achievement outcomes for all students.
Target	Close differential outcomes on grade 4 FSAs between Indigenous and Non-Indigenous students by 4 percent.

Student Centred Assessment and Instruction Practices Through the Lens of the 4 R's (<i>Kirkness & Barnhardt, 1991</i>)			
Respect honoring Indigenous pedagogies (*)	Relevance ways to consume and communicate knowledge	Responsibility access to power, authority, and opportunity	Reciprocity producer and consumer of knowledge
<p>Spiral critical number sense concepts</p> <p>Defront the room and present tasks orally and through story</p>	<p>Understand, invite, and elevate diverse mathematical strategies through thinking tasks and consolidation</p>	<p>Implement standards-based assessment practices (clear proficiency scales)</p> <p>Implement formative assessment strategies to provide timely and specific feedback</p> <p>Students self-select work for digital portfolio (seesaw)</p>	<p>Co-teach to support implementation of Building Thinking Classrooms (BTC) (Liljedahl, 2020)</p> <p>Focus on process over product</p> <p>Mobilize knowledge through Vertical Non-Permanent Structures (VNPS) and peer feedback</p> <p>Implement meaningful notes</p>

* Indigenous pedagogies tend to emphasize interconnectedness, relationality, nonlinearity, dynamic systems, human and more than human kin, intergenerational learning, wholistic learning, collaboration, strength based, importance of land and language: Dr. Cynthia Nichol, UBC

**BTC, Building Thinking Classrooms by Dr. Peter Liljedahl, SFU

Grade 5 & 6 Assessment and Instruction Series	<ul style="list-style-type: none">  Fall formative assessments & collaborative marking  Inservice on understanding the core concepts of proportional reasoning through the lens of BTC: <ul style="list-style-type: none"> ▪ how to spiral ▪ key terms ▪ continuum of understanding ▪ thinking tasks/thin slicing ▪ consolidation ▪ meaningful notes ▪ Check Your Understanding (CYU) ▪ independent practice ▪ evidence of learning (Seesaw)  Extended co-teaching 'math camp' (teachers apply)
Grade 8 Competency Driven Thinking Tasks and Assessment in Math	<ul style="list-style-type: none">  Build a bank of thinking and thin slicing tasks for one concept  Determine key words for the concept  Explore consolidation, meaningful notes, CYU, independent practice structures  Explore ways to give timely and specific formative feedback
K/1 Assessment and Best Practice Working Group	<ul style="list-style-type: none">  Explore MathUp and how that resource can support BTC  Marian Small in-service on MathUp and number paths  Learn how to use rekenreks and Cuisenaire rods (Carole Fullerton Book) to explore linear expression of numbers  Examine formative assessment tools  Trial K/1 number sense intervention for small groups in a few classrooms
Math Fact Fluency	<ul style="list-style-type: none">  Inservice on how to assess and practice math facts based on the work of Jennifer Bay-Williams

Growing Innovations	<ul style="list-style-type: none">  Support teachers who wrote the 3 Act Tasks to demonstrate the 3 Act Tasks in various classrooms across the district  Add culturally responsive assessment to the tasks
Math and Numeracy Videos	<ul style="list-style-type: none">  Hold monthly short virtual meetings (that are recorded for folks to watch later) about math and numeracy resources, planning, and instructional routines
Community Connections	<ul style="list-style-type: none">  East Kootenay Teacher Education Program (EKTEP through University of Victoria): Collaborating with Maureen Farish around supporting Teacher candidates with numeracy.  Basecamp Math: Collaborating with schools to promote numeracy and resiliency through positive messaging and engaging games during a family math night.  Parent University: Facilitating workshops with parents around addition, subtraction, multiplication, and division strategies. Helping parents understand how we teach so they can help their children.

Summary

The District's Numeracy initiatives advance the Framework for Enhancing Student Learning outcomes by building teacher capacity to implement student-centred, culturally responsive instructional and assessment practices that foster deeper understanding, agency, and self-efficacy in mathematics. These strategies, grounded in Indigenous pedagogies and the 4 R's framework (Respect, Relevance, Responsibility, Reciprocity), directly support the Framework for Enhancing Student Learning Intellectual Development Goals 1 and 2 by improving equitable outcomes and targeting the closing of achievement gaps between Indigenous and non-Indigenous students.