

September 2013

Dear Parents and Students:

*We believe that students should experience their successes and failures as information, not as reward and punishment.*

The Sullivan Heights Active Learning Department (formerly PE) is committed to providing your son / daughter with a quality and relevant physical education experience. We believe that all students have equal opportunity to succeed and that learning opportunities should be safe, varied and inclusive. Our curriculum is student – centered and aims to nurture positive behavioural habits that reinforce citizenship and social responsibility. Furthermore, we hope that students will develop a greater appreciation for games, physical activity, RE-creation and personal fitness so that they are equipped with the knowledge, skills and attitudes necessary for a lifetime of health. After all, to be physically educated means different things to different people, thus we strive to ensure that our program serves all learners.

In the dynamic environment of the physical education class, assessment is omnipresent. Students are constantly receiving cues and formative feedback related to their performance and behaviour from a variety of sources including their teachers, their peers, themselves and their bodies. Consistent with Surrey School District priority of Assessment for Learning, and Personalized Learning, The Sullivan Active Learning Department employs a variety of qualitative, formative, and anecdotal strategies to develop a student-learning portfolio. These include techniques like teacher-interviews, student-reflection, goal-setting, data-tracking, peer-assessment, and self-assessment (using blogging, heart-rate monitors, affective rubrics, perceived exertion scales, personal benchmarks etc), all aimed at broadening and deepening student understanding as well as having them take greater ownership of their learning.

To honour the developmental focus and affective nature of physical education, we believe that it is important to employ equally human and sensitive assessment practices. Matters like body awareness, social responsibility and motivation are complex and personal. Rather than traditional grading practices that aim to somehow reduce and quantify student learning in these realms (and might even serve to interfere with, undermine, and devalue it), we are interested in the effect that the host of aforementioned strategies might have on student engagement, motivation and learning. As a result, the subject of grades will only be discussed formally during student and teacher interviews, and blog entries, prior to each reporting period. During the interview process, students are invited and encouraged to bring their assessment portfolio (these can take on many creative forms; digital folder, journal / binder etc.) from which they can reference artifacts to help demonstrate and articulate their learning. Together, student and teacher will co-construct a living portrait of the student's physical education and agree to a grade-level that attempts to represent their learning. Curriculum organizers that will guide the assessment conversation and portfolio construction include:

<b>Active Living</b>	<b>Movement Skills</b>	<b>Safety, Fair Play, Leadership</b>
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<u>Knowledge</u> - Health vs Skill fitness components - FITT principal - RPE (1-5) - Heart Rate	<u>Participation</u> - Moderate to vigorous intensity - Daily >30 min (curricular & extra curricular) - Consistent - Enthusiasm - Personal Bests	<u>Individual &amp; Dual Activities</u>	<u>Social Responsibility</u>
		<u>Games</u> - Target - Fielding - Net / Wall - Territorial - Modified & Invented	<u>Respect for:</u> - Self - Others - Learning - Environment
		<u>Rythmic Movement</u>	<u>Active Citizenship</u> (volunteering in SR classes)

Socially constructed learning environments with a de-emphasis on grading has gained the interest of the school district and as a department we are excited to be leading the way in assessment reform to meet the needs of today's learners. Observation and feedback in the past few years has been overwhelmingly positive. Students are citing opportunities to relate to the course material, their peers and their teachers in new and meaningful ways. Ultimately it is our hope that Sullivan Active Learning students are rekindling their innate love for learning for its own sake.

Please email your son / daughter's teacher to initiate contact and indicate that you are aware of the Sullivan Heights Active Learning Department philosophy and its associated assessment model. Please feel free to connect with us at any time with questions or concerns. Thanks for your ongoing support.

Sincerely,  
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