



Media Release

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SD22 continues moving forward a pathway to equity

SD22 continues moving forward a pathway to equity by ensuring all students have the opportunities and support to develop in their numeracy proficiency.

Charity Sakakibara, Director of Indigenous Education, reminds us that, “A focus on equity will spark courageous conversations throughout the district and community and lead to the transformative change needed.”

SD22 has clear goals to raise the level of proficiency in numeracy for all learners in the district and to close the gap that exists for our Indigenous students and students with diverse needs and in care. Ensuring that all students have equitable access and opportunities to develop their numeracy skills is an important step towards this transformative change.

Over the past number of years, there have been opportunities and initiatives to deepen teachers’ understanding in supporting students’ numeracy learning. Our provincial curriculum recognizes that, “Numeracy Is the ability to understand and apply mathematical concepts, processes, and skills to solve problems in a variety of contexts.”

The SD22 Curriculum Department Learning Directions Team is actively supporting schools and teachers through professional learning opportunities to grow understanding in current approaches and research in numeracy across the district. “Everyday students are presented with information that they need to interpret and make sense of. We want our students to be critical thinkers and confident with numeracy competencies so they can use these skills in personalized and real world contexts.” explains Luke Friesen, Director of Instruction for Student Learning.

This year a community of practice for secondary mathematics teachers under the facilitation of Jennifer Carter (SD22 K-12 Numeracy Coordinator) and Dr. Sean Chorney (Mathematics Assistant Professor, Faculty of Education at Simon Fraser University) was established for teachers to dig deeper into the revised curriculum and consider ways to approach teaching, learning and assessment that is focused on curricular competencies. Key resources and professional learning focused on open questioning and an inquiry approach to engage and deepen students understanding of mathematics has been a focus for our primary and intermediate teachers. This will continue to be a focus area for next year as well.

Later this year, the district will introduce a comprehensive numeracy framework that will provide a foundation to guide and support a system wide approach to numeracy. Similar to literacy, it will have a strong focus on inclusion.

Superintendent Dr. Christine Perkins states, “Through these initiatives and approaches to numeracy we have an opportunity to build student confidence and engagement to provide more personalized learning experiences to close the equity gaps.

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