



# Welcome to Grades 10 to 12

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# Overview

The SelfDesign@grades 10-12 program offers a comprehensive, personalized approach to high school that is fully portfolio and relationship based and is aligned with the B.C. Ministry of Education curriculum.

SelfDesign's educational philosophy is woven through the foundation of the K-12 program to support a personalized way of learning where the learner is always at centre.

Grades 10-12 learners can meet all the requirements they need to achieve their B.C. Certificate of Graduation (Dogwood Diploma), Adult Graduation Diploma or School Completion Certificate (aka Evergreen).



# Portfolio

At SelfDesign learners reside at the centre of their learning journey from K-12, allowing them to prioritize their interests, passions and personal learning goals.

With that in mind, learners are encouraged to identify where their motivations lie and to build learning portfolios that are reflective of these intentions. Throughout the learning year, opportunities are provided, in the form of assignments we call 'challenges', to dive into various subject areas, building foundational skills.

Challenges are designed in a scaffolded way, providing learners with the option to build upon foundational learning into opportunities of greater complexity and further personalized learning. Learners are invited to find connections between their SelfDesign learning and their life experiences by integrating artifacts into their portfolios from outside of SelfDesign offerings. Challenges receive feedback and suggestions from educators weekly. Learners use this feedback to improve and refine their work, curating their best work to their portfolios.

Additionally, learners develop two Personal Projects in a learning year that further allow for prioritizing personal interest. Personal Projects are open-ended projects of inquiry and discovery and are fully learner-led, ranging from acquiring new skills, in-depth research, or indulging in a subject matter or creative practice at the heart of their own personal passions.



SelfDesign learner working on his Personal Project.

# Relationships

Relationships are at the core of our SelfDesign values and have guided the development of our 10-12 program - namely through the emphasis on theme-based learning. By pairing courses together and offering them as theme bundles, the emphasis rests on commonality - between subject matter and theme rostering/participation. By selecting a theme, learners naturally gather with like-minded learners who may share similar interests and/or goals. Weekly theme meetings occur with the facilitation of an educator. Learners participate in group-building experiences and interact with their peers online through online video conferencing tools, exploring weekly content all through the lens of their theme.

These meetings are an optional component of our 10-12 program but are highly encouraged, and learners can participate at whatever level they are comfortable with.

In addition to theme meetings, there are also opportunities to participate in various learner clubs and groups, to attend live offerings (including a Live Learner Showcase in each semester) and participate with in-person camps across the province. These are optional and any level of participation is acceptable.



SelfDesign learners at an in-person camp

# Observing for Learning

At SelfDesign Learning Community, our B.C. certified educators participate in an ongoing weekly conversation with families and learners. We call this type of communication and dialogue “Observing for Learning”.

In grades 10-12 learners collaborate directly with their educator in the Observing for Learning process, with parent-support as needed. This fosters and allows learners to form a deepened awareness of their own integrated learning, goals, interests and skills related to learning to learn such as time management, flexible thinking, and organizational skills.

“ I find with SelfDesign I can learn at my own pace while expanding my knowledge of subjects I may not explore on my own.  
- SelfDesign Learner



# How learning is supported

## Our B.C. certified educators

Learners will choose from one of nearly 185 B.C. certified educators who guide learning in your home environment. They work with learners to co-create individualized goals, interacting on a weekly basis with curiosity and inspiration.

Our educators work with learners one-to-one, with a low number of learners assigned to each educator. The ratios are even lower for educators providing support services for learners with special needs. They provide direction and resources while validating learning for academic credit.

## Learning consultant

Learning consultants function as a homebase and are communicated with weekly through the Observing for Learning process. Learning consultants support the learner's personal learning goals. They additionally support learners with executive functioning skills such as organizing and managing their time, guiding them through theme selection and course registration and assessing their learning alongside the learner's learning specialist.

## Learning specialist

Learning specialists are theme facilitators. Connecting with learning specialists also happens weekly and may take the form of assessment comments and/or through live real-time meetings. Learning specialists also host office hours where you can meet them one-to-one or in a small group. They guide learners through the course competencies and content, supporting artifact creation and portfolio development. They comment on and formatively assess learning artifacts weekly, and share in summatively assessing learning, providing learners with a final grade, with the Learning Consultant on a seasonal basis.

## Additional educators

Learners may be supported by additional educators such as a Inclusive Education Assistant or specialized academic support who may connect with the learner's learning consultant and learning specialist to further support.

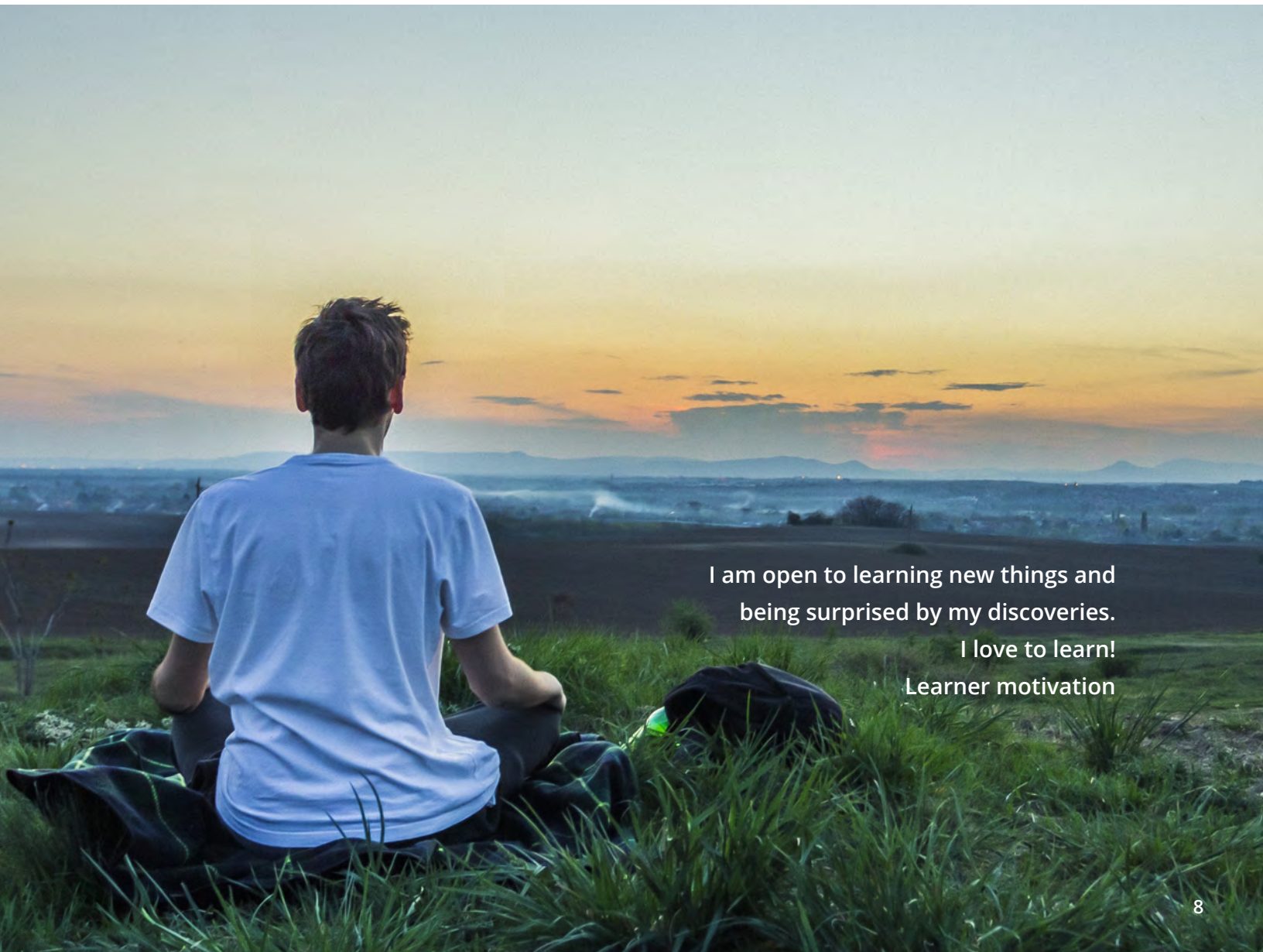
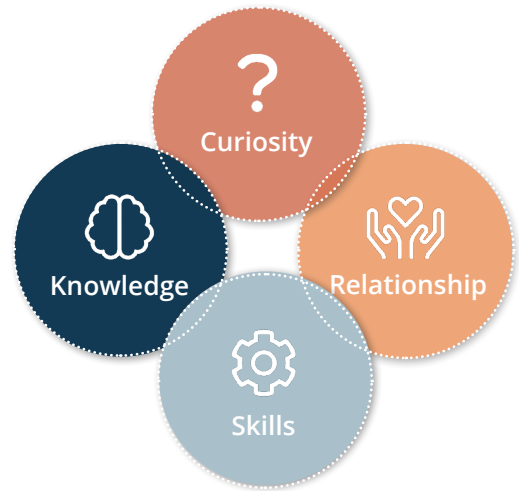
## Other learners

Learners have the opportunity to join peers in weekly real-time meetings in the themes, learning consultant-hosted group video chats, seasonal Learner Showcase celebrations, discussion forums and other online interactions, and take part in live camps and gatherings across the province. All of these are highly encouraged, but you can find ways to connect that feel most comfortable to you!



# Program goals

- Inspire learners to be excited and curious.
- Assess and grow core skills as appropriate for each grade level.
- Support knowledge growth rooted in critical thought.
- Develop celebratory and personalized Portfolios.
- Learn in relationship.
- Support preparation for and curiosity about future possibilities.



I am open to learning new things and  
being surprised by my discoveries.

I love to learn!  
Learner motivation



# What to expect – overview

Imagine a high school program where you can focus on what you care about, continue to get the support of dedicated educators and explore a wide range of learning interests.

- 1** **Portfolio development** that provides an avenue to celebrate a personalized learning journey.
- 2** **Courses that are grouped and integrated into an interest-based theme**, with optional additional courses of your choice.
- 3** **Opportunities to connect with peers** through group-based learning.
- 4** **Advanced courses focused on specialization** in science, math, and humanities.
- 5** **20-plus hours of course-based learning** each week, which includes 17-plus hours of coursework, one hour of weekly connection with a learning consultant, and two hours of connection with a learning specialist with shared interests.
- 6** **A myriad of opportunities for personalized learning** to suit interests and goals with the ongoing support from a dedicated learning consultant.
- 7** **Creation two Personal Projects a year** - a passion-lead project with the learner's own personal interest as the focus.
- 8** **Many possibilities to participate** in clubs, groups, live online offerings and in-person camps throughout the province throughout the year.



# What to expect in Grades 10 and 11

## Grade 10

The grade 10 foundational program is learning through relationship (learning consultant + learning specialist + peers) with integrated courses explored through two themes of interest over the year. The grade 10 program supports learners to meet their future goals with core skill development essential to learner success in future grades.

Fall Semester themes contain a consistent and similar course make-up with a larger focus on building foundational skills and providing ample opportunity for learners to get accustomed to the rhythm of grades 10-12. Additional courses can be chosen as 'add-ons' in the Spring Semester of grade 10.

## Grade 11

In Grade 11, learners have opportunities to expand their integrated and non-integrated course options, with their well-established Grade 10 foundations supporting them. Further add-on courses are provided to allow for the beginnings of more specialization leading up to grade 12. Learners are also supported in exploring a greater number of theme and elective options, advancing their critical thinking and applied skills as they work steadily toward their future goals.



# What to expect in Grade 12

## Grade 12

Grade 12 is a culminating gesture of expanding skills and is a progression of our SelfDesign program in K-9 and grades 10 and 11.

In Grade 12, learners apply their advanced organizational and content-based skills to meet personal goals that are supported through relationships with educators to set objectives, grow, and skillfully demonstrate your depth of knowledge in preparation to meet their future post-graduation goals.

Grade 12 learners create one Personal Project in the Fall Semester and complete their learning year by shifting their Spring Semester Personal Project into a Capstone, meant to be shared with their peers and the SelfDesign Learning Community in the Learner Showcase Discussion Forum and/or live during the Live Learner Showcase on Zoom.

Additionally, grade 12 learners are supported throughout their commencing year to prepare for life after school, whatever path or journey that may entail. Commencing learners are provided with the opportunity to join an in-person or live streamed Commencement Celebration and to participate in a Commencement Scrapbook (aka year book).





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