

Draft School Learning Plan 2020/2021

THE CURRENT CONTEXT

École Lord Tweedsmuir Elementary School is a dual track school from Kindergarten to Grade 5 offering both Early French Immersion and English programming in the West end of New Westminster. We have a diverse population of 360 students in 17 divisions and our mission is to provide inclusive educational programs that are diverse, student centred and engaging for all learners.

This year provides new challenges as we try to provide innovative and flexible educational opportunities to support our learning community while adhering to new COVID 19 protocols in a manner that prioritizes safety for students, families and staff. In these challenging times, we are noticing that there is an increased need to focus on social emotional wellness for all as many in our community are feeling anxious and uncertain. The necessary COVID safety protocols are having an effect on our sense of community and school culture.

One of the First Peoples Principles of Learning states that learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Another principle states that learning is holistic, reflexive, reflective, experiential and relational (focused on connectedness, on reciprocal relationship, and a sense of place.) We believe that it is crucial that we pay attention to the whole learner including the social and emotional aspects so that we can focus on the well-being of all. We want our students and staff to feel safe and secure in a learning environment that cares for each other. A focus on Social and Emotional Learning will help us apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationship, and make responsible decisions (CASEL.org) during this difficult time.

GOAL: WHAT WE HOPE TO ACHIEVE

Our school goal is to develop a shared vision and implementation plan for Social Emotional Learning that connects well-being and academic achievement.

PLAN: THE STEPS WE WILL TAKE

Key Results

1. Engage in professional development on Social Emotional Learning and Wellness (Jennifer Katz, Third Path, ERASE, Trauma-informed practice, MCFD Wellness Session).
2. Develop a SEL working group and/or committee to share and review resources and develop awareness (CASEL.org, Zones of Regulation, Mind-Up, Growth Mindset, Second Step, yoga).
3. Embed Social Emotional Learning (SEL) into daily practice with a focus on Core Competencies and alignment with First Peoples Principles of Learning.
4. Provide virtual opportunities for staff to connect, collaborate and celebrate SEL successes (staff meetings).
5. Provide opportunities for self-reflection and self-assessment to help learners ensure their well-being.
6. Increase SEL resources (ex. books for library)

Timeline

1. Review of School Data
2. Professional Development (ongoing throughout the year including, Non-instructional days, collaboration afternoons, after school sessions, etc.)
3. Establish a SEL working group to meet monthly and connect with staff at staff meetings.
4. Create Vision of for School wide Social Emotional Learning.
5. Review of programs and resources.
6. Develop implantation plan.
7. Social Emotional Learning embedded in daily practice.

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SUCCESS INDICATORS: HOW WE WILL KNOW THAT OUR ACTIONS ARE HAVING THE DESIRED IMPACT

1. Our learning community has a clear vision of our school wide social and emotional learning vision.
2. Learners are able to apply social and emotional competencies across all learning environments.
3. There is evidence of explicit SEL instruction in all classes that is integrated throughout the curriculum and aligns with First Peoples Principles of Learning. Students have consistent opportunities to practice, self-assess and reflect.
4. Adult SEL competencies and capacity are strengthened.
5. Students are engaged as leaders, problem solvers and decision makers.
6. Our school provides a learning environment that is supportive, culturally responsive and focused on building relationships and community.

COMMUNICATION: HOW WE WILL SHARE OUR LEARNING JOURNEY WITH OUR COMMUNITY

- Student conferences
- Newsletters
- PAC meetings
- School Communication (emails, school messenger, webpage, teacher bulletins)
- MS Teams

*We have referenced information for CASEL.org and *Third Path: A Relationship-Based Approach to Student Well-Being and Achievement* by David Tranter, Lori Carson and Tom Boland

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