

School Learning Plan

2021/22

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 368 students in 18 divisions and our mission is to provide inclusive educational programs that are diverse, student centred and engaging for all learners.

This year provides continued challenges as we continue to support our learning community while adhering to COVID 19 protocols in a manner that prioritizes safety for students, families and staff. As we return to a more typical school year, we are continuing to notice that there is still a need to focus on social emotional wellness for all. The past couple of years have had an effect on our sense of community and school climate.

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 and focuses on building positive and supportive relationships. 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.

OBJECTIVE: WHAT WE HOPE TO ACHIEVE

To build positive and caring relationships that strengthen school climate.

DESIGN: HOW WE PLAN TO MEET OUR OBJECTIVE

Action Plan

1. Review school data.
2. Engage in professional development on Social Emotional Learning and Wellness
3. Complete staff and parent surveys on school climate
4. Complete SEL rubric from CASEL for schoolwide SEL implementation as a staff to provide baseline assessment.
5. Meet with the SEL working group to plan school wide initiatives for the upcoming year focusing on SEL
6. Use a school-wide Social and Emotional Learning (SEL) program to develop our learners' social skills and SEL competencies.
7. Embed Social Emotional Learning (SEL) into daily practice with a focus on Core Competencies and alignment with First Peoples Principles of Learning. A common language would be implemented schoolwide.
8. Plan and engage in inter-age group activities.
9. Provide virtual opportunities for staff to connect, collaborate and celebrate SEL successes (staff meetings).
10. Provide opportunities for self-reflection and self-assessment to help learners ensure their well-being.
11. Redistribute the surveys at the end of the year to compare.

Timeline

1. Review of School Data
2. Staff and Parent Survey to be distributed.
3. Professional Development (ongoing throughout the year including, non-instructional days, collaboration afternoons, after school sessions, etc.)
4. SEL working group to meet monthly and connect with staff at staff meetings.
5. Review of Caring School Community Program, Zones of Regulations and Mindup programs.
6. Develop gradual implementation plan.
7. Student Self-Reflections completed throughout the year.
8. Social Emotional Learning embedded in daily practice.
9. Staff and School Survey to be administered again at end of year.

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

Key Results

- Our learning community has a common language for Social and Emotional Learning.
- Learners can apply social and emotional competencies across all learning environments.
- 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.
- Student and adult SEL competencies and capacity are strengthened.
- Students are engaged as leaders, problem solvers and decision makers.
- Students' relationships with staff are strengthened where students know that there are multiple adults who care for them.
- Our school provides a learning environment that is supportive, culturally responsive and focused on building positive and supportive relationships.
- Student self reflections indicate an increased understanding of Social and Emotional Competencies.
- Staff and parent survey comparisons show an improvement with school climate.

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

- Student conferences
- Newsletters
- PAC meetings
- School Communication (emails, school messenger, webpage, teacher bulletins)
- School bulletin boards
- Assemblies