

# School Learning Plan

## 2022/23

### 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 395 students in 20 divisions and our mission is to provide inclusive educational programs that are diverse, student centred and engaging for all learners.

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.

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 continued 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 with Miriam Miller
3. Create Staff and Classroom charters outlining how we want to feel at school and how we will get there.
4. Meet with the SEL working group to plan school wide initiatives for the upcoming year focusing on SEL
5. Embed Social Emotional Learning (SEL) into daily practice with a focus on Core Competencies and alignment with First Peoples Principles of Learning.
6. Plan and engage in inter-age group activities.
7. Provide opportunities for staff to connect, collaborate and celebrate SEL successes (staff meetings).
8. Support PAC to bring in speakers for parent info evenings.
9. Provide opportunities for self-reflection and self-assessment to help learners ensure their well-being.
10. Diversity, equity, inclusion and ant-racism (DEIA) resources purchased for school library and implicit teaching by teacher-librarian focusing on DEIA and SEL

#### Timeline

1. Review of School Data
2. Professional Development (ongoing throughout the year including, non-instructional days, collaboration afternoons, after school sessions, etc.)
3. Small group to pilot Caring Schools Community Program.
4. Provide opportunities for school wide events to build community.
5. Provide leadership opportunities for the older students.
6. Events to welcome parents to the school provided throughout the year.
7. Student Self-Reflections completed throughout the year.
8. Social Emotional Learning embedded in daily practice.
9. Create and send a parent survey home at beginning/end of year to check to see if there is improvement

### 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.

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- 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, students and families communicate enhanced feeling of community
- 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
- Instagram Account