

School Learning Plan

2021-2022

THE CURRENT CONTEXT

École Herbert Spencer Elementary is a K-5 dual track, English and French Immersion School located in the heart of Queen's Park. The school community is comprised of a diverse collection of students, an innovative and caring staff, and dedicated families. Currently, the school community consists approximately 490 students in 23 divisions (K-5).

As we continue to navigate the COVID-19 pandemic, we find ourselves in the third school year that student and staff safety has been a top priority. Our school continues to focus on health and safety protocols, while trying to maintain a sense of connection and community. This includes focusing on student and staff mental well-being and social-emotional skills. Additionally, through spending so much time at home and close to home, we have realized how important a connection to place and our environment can be. Identifying how the pandemic is impacting our students and being responsive to students' needs has driven our School Learning Plan this year.

The Core Competencies, First Peoples Principles of Learning and Social-Emotional Learning are key aspects of the redesigned provincial curriculum. These skills are life-long goals that begin first in the home environment and are carried throughout a learner's formal schooling to help build a foundation for life-long learning. A continued focus in supporting Indigenous students with their literacy development will also occur this year.

OBJECTIVE: WHAT WE HOPE TO ACHIEVE

BIG IDEA: Using Indigenous knowledges and perspectives, we will explore place-conscious learning as an inclusive approach to support student and staff well-being and connections to self, to others, and to our environments. This includes continuing to provide additional supports to Indigenous students in their literacy development.

2021- 2022 Goals

- To weave a greater variety of First Peoples Principles of Learning into all curricular areas, particularly outdoor learning and place-conscious learning
- To incorporate more inclusive practices to support students' social-emotional well-being and connection to place
- To develop targeted plans to improve the literacy skills of individual students, particularly those who identify as Indigenous
- To increase the number of classrooms who participate in regular outdoor learning
- To create a collection of inclusive lessons that integrate any combination of outdoor learning, place-conscious learning, Indigenous Knowledge and perspectives and social-emotional learning
- To develop a culture of collaboration between staff members in order to best support all learners

School Learning Plan

2021-2022

DESIGN: HOW WE PLAN TO MEET OUR OBJECTIVE

Key Results

Ensure a variety of resources and tools are available to teachers

- Purchase more authentic Indigenous books and resource kits (in both French and English) for teachers and students
- Administration approached PAC to help purchase resource kits from Strong Nations, the Outdoor Learning Store and 'Turtle Island Stories' from Pearson Education
- Continue to share any learning opportunities/ Professional Development sessions that support our goals
- Use Staff Meetings, Collaboration Afternoons, and in-school Collaboration time to share resources, ideas and co-plan inclusive lessons

Provide support to teachers (as needed)

- Staff attended an Indigenous focused Professional Development Day on September 28th.
- Staff will attend a Professional Development Day on November 12th with Kevin Lamoureux whose focus is how schools can contribute to the work of Truth and Reconciliation
- Teacher Coach, Green Team Leader and Librarian are all available to support teachers with planning, co-teaching, assessment, etc. as needed

Increase Indigenous and BIPOC students' access to literacy interventions

- Ensure Indigenous students have individualized plans and supports to improve their literacy skills (if needed)
- Provide Lexia access to our Indigenous students who need additional support in literacy
- Include more Indigenous texts and stories into classroom libraries and curriculum
- Provide an opportunity for grade- group teachers to choose age-appropriate texts by Indigenous creators with an Indigenous theme, focus or lens

Timeline

- Review of School Data
- Professional Development (ongoing throughout the year including, Non-instructional days, collaborations afternoons, after school sessions, etc.)
- Establish a Green Team to work on climate change initiatives within the school
- Review of programs and resources

School Learning Plan

2021-2022

- Aboriginal Support Worker continues to connect and build relationships with our Indigenous students and families

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

- Increase the number of teachers who collaborate with our Teacher Coach and Librarian to incorporate social emotional learning and place-conscious activities into their teaching
- Increase the amount of authentic Indigenous books and resource kits (in French and English) available to support learning
- Book Club' for staff to show a committed effort to investigate what Reconciliation means to us as educators (and as individuals)
- Green Team at the school have implemented climate change initiatives and learning opportunities for both students and teachers
- Students will build a deeper understanding and connection to the place where they live. This includes increasing their knowledge of local Indigenous people, local flora and fauna, and a greater sense of environmental stewardship within their community
- The school and classroom libraries will contain more Indigenous texts
- Our Indigenous students will increase their literacy skills
- All students and families feel safe and welcome at our school

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

Parents/ Community

- PAC meetings
- Newsletters
- Post our School Learning Plan on the school website
- Parent/Teacher/Student Conferences

Staff Members

- Information communicated to parents is included in the staff's weekly 'Just So You Know' bulletin
- Time allocated to School Goal collaboration and information-sharing during Staff Meetings