

CONNAUGHT HEIGHTS ELEMENTARY SCHOOL

School Learning Plan 2018-2019

SCHOOL VISION: *At Connaught Heights, we want all learners in our school community to be open-minded, creative risk takers who nurture a love of learning.*

SCHOOL CONTEXT: Connaught Heights is a Kindergarten to Grade 5 school with 166 students and is home to one of the district's two Montessori Programs of Choice in addition to the Regular Program of Instruction. The student population's learning needs are served by 26 full-time and part-time staff including both teaching and support staff. The smaller size of Connaught Heights School has contributed to a tremendous sense of community within the school with each student being known by the staff and with a very involved and supportive parent community. The school motto is *Small School, Big Education!*

As with all schools in the district, Connaught Heights is a very diverse learning community in terms of both student learning needs and a rich array of cultures.

LEARNING PLAN RATIONALE: After many thoughtful discussions, the staff identified two key areas for school improvement—*more opportunities to communicate and showcase student learning accomplishments, and an improvement in students' ability to recognize and manage emotions.*

Given these areas for improvement, the discussion went to the Core Competency—**Personal Awareness and Responsibility**—as a key area of work within the school. In particular, the **Self-Determination** and **Self-Regulation** components of this Core Competency which are described in Ministry document: <https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/PersonalAwarenessResponsibilityCompetencyProfiles.pdf>

The Self-Determination and Self-Regulation “I can” statements are intended to be worked on from Kindergarten to Grade 12.

Self-Determination: Students who are personally aware and responsible have a sense of personal efficacy and growing confidence in a variety of situations. They value themselves, their ideas, and their accomplishments. They are able to express their needs and seek help when they need it, to find purpose and motivation and act on it, and to advocate for themselves.

- I can show a sense of accomplishment and joy;
- I can celebrate my efforts and accomplishments;
- I can advocate for myself and my ideas;
- I can imagine and work toward change in myself and the world;
- I take the initiative to inform myself about controversial issues.

*Connaught Heights
Community School*

Self-Regulation: Students who are personally aware and responsible take responsibility for their own choices and actions. They set goals, monitor progress, and understand and regulate their emotions. They are aware that learning involves patience and time. They are able to persevere in difficult situations, and to understand how their actions affect themselves and others.

- I can sometimes recognize emotions;
- I can use strategies that help me manage my feelings and emotions;
- I can persevere with challenging tasks;
- I can implement, monitor, and adjust a plan and assess the results;
- I can take ownership of my goals, learning and behaviour.

While all the Core Competencies are important and will be worked on throughout the school year, explicit attention will be given to Self-Determination and Self-Regulation.

SCHOOL LEARNING PLAN GOALS:

1. Explicit teaching of Self-Determination and Self-Regulation throughout all areas of the curriculum.

Strategies may include:

- Staff will define what Self-Determination and Self-Regulation means in the school (e.g. looks like, feels like, sounds like).
- Teacher collaboration (K-1; 2-3; 4-5) around how to explicitly integrate select areas of Self-Determination and Self-Regulation throughout the curriculum.
- Invite the *Communicating Student Learning District Facilitator* to staff meetings to share ideas on Self-Determination and Self-Regulation.
- Training/retraining and use of existing resources; e.g. Zones of Regulation (Kuypers, 2011); Mindup (Hawn Foundation, 2011); Growth Mindset (Dweck, 2006); Name it; Notice it; Nurture it (North Vancouver School District); books that teach about Self-Determination and Self-Regulation (see booklist); and others.
- Counsellor support with explicit teaching of Self-Determination and Self-Regulation (whole class, small groups, individuals).
- Approach the District Parents' Advisory Council about a session for parents on Self-Determination and Self-Regulation.

2. Develop student understanding and ownership of Self-Determination and Self-Regulation by having them self-assess their strengths; set goals for improvement; reflect on their progress; and adjust their goals throughout the school year.

Strategies may include:

- Teacher collaboration (K-1; 2-3; 4-5) around how to imbed student self-assessment of Self-Determination and Self-Regulation throughout the school year.
- Conduct a review of core competency student self-assessment templates developed by other school districts in order to create templates suitable for classrooms in the school.
- Explore additional ways to have students self-assess Self-Determination and Self-Regulation; e.g. using journal writing, videos, projects, visuals, etc.
- Teacher collaboration/sharing around student goal setting and reflection on their progress in relation to Self-Determination and Self-Regulation.

3. Communicate and celebrate accomplishments in a variety of ways with staff, peers and parents.

Strategies may include:

- Teacher collaboration and co-planning so classes may collaborate—learn and celebrate accomplishments together—could also be cross-curricular and multi-age.
- Teachers invite other classes so students may share their learning with peers from different classes.
- “Showcase learning” events and invite the school community.
- Explore using student portfolios to communicate student learning; paper or digital portfolios—perhaps begin with portfolio of students’ self-assessment of Self-Determination and Self-Regulation.
- Explore the use of conferencing; e.g. 3 Way Conferences, Student Inclusive Conferences.

SUCCESS INDICATORS:

Student progress in Self-Determination and Self-Regulation as measured by:

- Student self-assessments, goals and reflections throughout the school year.
- Increased student use of the language contained within Self-Determination and Self-Regulation.
- Demonstrations of student understanding of Self-Determination and Self-Regulation in classroom assignments and projects.
- Demonstrations of student understanding of Self-Determination and Self-Regulation in school “showcase learning” events.



- Increase in the number of Grade 4 students “thriving” in the Well-Being Index of the MDI (optimism, self-esteem, happiness, absence of sadness, general health).

COMMUNICATION PLAN:

- School Website
- Newsletters
- PAC Meetings
- Review of plan at Staff Meetings and Collaboration Days
- Student Council
- School Assemblies
- Student Led Conferences
- Class sharing media tools

