

School Report 2018-2019

The following are the goals we set as a school for 2018-2019, followed in each section by the outcomes achieved in our aim to fulfil them:

Community Connections: 2018-2019 GOALS

- We commit to supporting mentors in the community who teach and coach our learners. We want to offer them clear outcomes and scaffolding for projects and assessment. We want our mentors to feel part of the Maples Met School and we want them to feel that they are an integral part of our learning community. We want all of our mentors to be at our exhibitions and to be fully committed to our learners' learning plans. We wish to develop a mentors' guide that we can give to new mentors.
- We commit to Advisory. We recognize that relationships begin with Advisory: with learners sitting around a table, developing trust, and supporting each other in learning and development.
- We commit to supporting families. We want to include all our families in the learning, celebrating, and relationship building within our schools. We commit to ensuring the Maples Met School is a school community open to all families, where everyone feels welcome and honoured.
- We commit to creating meaningful learning experiences within the community for our learners. This means that we need to be purposeful about understanding the experience and stories of our learners while providing opportunities for cognitive dissonance, exploration, and self-discovery.
- We commit to engaging our learners in high quality and deep Leaving to Learn experiences, whereby they are able to develop relationships with people, their community, the biosphere, and their history.
- We commit to strengthening our relationship with our friends at Maples Collegiate through collaboration.

2018-2019 OUTCOMES:

- **As a staff, we created a committee to develop a clear pathway for students, mentors, and advisor to communicate learning expectation. This is a guiding document that will be used at all stages of internship sites visits, planning, and reflecting.**
- **We communicated with families on a weekly basis through the school newsletter, where information pertaining to upcoming events, student successes, and school policies were addressed. Families were also updated multiple times per month by advisors on the work underway in their respective advisories.**
- **Through groups such as the GSA and Indigenous Student Council, our relationship with our colleagues and neighbours at Maples Collegiate was strengthened through collaborative initiatives between staff and students alike.**
- **Throughout the year there were dozens upon dozens of leaving to learn experiences, rich in meaning and purpose. From the “walk for water” and “strut for Shoal”, to the end of year camping trip, Model U.N., Ethics Bowl, Laws Days, and counts others, students were exposed to and engaged in a plethora of activities.**

Reconciliation: 2018-2019 GOALS

- We should not be separating Indigenous Perspectives - it should be infused throughout all subject areas
- There is a need for us as Canadians to recognize a complex and complicated history as a colonized nation - this is an important part of being Canadian.
- We need to develop connection with elders and also teach how to learn from elders.
- We commit to rolling out the new Indigenous Perspectives course and focus on Indigenous history in Grade 11 History of Canada and Grade 12 Global Issues.
- We commit to developing more Indigenous internship opportunities for our learners.
- We commit to recruiting Indigenous faculty and staff.

2018-2019 OUTCOMES:

- **Cultural Credit leaving to learn opportunities, couple with Indigenous Student Council, provided students with opportunities to recognize Canada's complex and complicated history as a colonized nation.**
- **Elder Mary and Sherry Denysiuk were close advisors to many Maples Met staff throughout the year, helping to provide resources, stories, and educational opportunities to further enhance our commitments to truth and reconciliation.**
- **In the coming year, our faculty will be enriched by the presence of two new Indigenous advisors who bring with them a wealth of knowledge, and lived experience that will help us in our journey towards truth and reconciliation.**
- **This school year our students connected with Mitch Bourbonniare, as well as James Favel, founder of the Bear Clan to participate in community walks and connect with leaders in Winnipeg's Indigenous Community.**

Ecological Literacy: GOALS 2018-2019

- We want all our learners and advisors to reconnect with planet Earth and understand that planet Earth sustains all life.
- We pledge that our learning and teaching will be outside as much as possible.
- Learners will be introduced to the Manitoba backcountry as much as possible.
- Learners will be introduced to concepts such as the Laws of Thermodynamics, carrying capacity, scale, and the notion that Earth provides life to us all.
- We commit to learners and faculty developing an understanding of systems thinking and ecological literacy in terms of knowledge, belief, and action through meaningful and educative experiences.

- We commit to providing our learners with the opportunity to engage in whole ecosystem research, working side-by-side with experts in the field.
- We commit to having our learners engaged in the Manitoba Envirothon.

2018-2019 OUTCOMES:

- **Learners participated in the Envirothon excelling and ultimately earning a spot at the provincials where they attended a weekend of learning at Camp Assiniboia.**
- **Students participated in an outdoor camping trip, as well as several visits to rural settings including the Aki Centre, Elder Dan's residence, and Kildonan Park for outdoor and land-based learning activities.**
- **Students worked with students from the Prairie Climate Centre to complete projects related to the social implication of climate change.**

Passion: 2018-2019 GOALS

- We commit to developing a deep understanding of the experience of each learner.
- We commit to developing an individual learning plan for each learners that is unique to them.
- We commit to helping learners develop projects that speak to their passion while allowing them to discover a broader world.
- We commit to supporting learners develop final products which have purpose and meaning to their lives and to the community at large.

2018-2019 OUTCOMES:

- **As a staff, our priority has been connecting student projects with their internship experiences and experts in the field. O-Days, whereby students joined community**

experts and like-minded peers to connect with others who share in, and can support, their learning.

- **Through exhibitions, family meetings, and public displays of learning, students have demonstrated the deep and impactful purpose of their work. Guided by an “essential question”, all projects strive to answer a question that advances their own interests, passions, curiosities, and contributes to making their community a better place for all.**

Well-being and Resilience: 2018-2019 GOALS

- We commit to providing a welcoming space that learners want to come to.
- We commit to increasing student involvement and voice.
- We commit to increasing resources for learners and faculty.
- We commit to focussing on learners knowing who they are: where are they now, how can they achieve.
- We commit to seeing the whole learner, looking beyond academic success to see other growth and potential.
- We want learners and faculty to see themselves as a project - a work in progress.
- We strive for our learners to have a purpose in everything they do.
- We want learners to recognize that they need to work and that contributes to their wellness.
- We commit to developing peer support, connecting with Hans Kai and other community organizations, and developing student-led support networks.
- We absolutely commit to Incorporating physical education throughout the day. Physical education is not a class.
- We commit to having a faculty member devoted to providing physical education opportunities that are not in the gymnasium.

- We commit to our relationship with Norwest and with the Counselors at Maples Collegiate.

2018-2019 OUTCOMES:

- **This year, one of our staff members took control of Physical Education and led dozens of activities both indoor and outside that further enhanced the degree of physical activity students were benefiting from.**
- **Every Friday, we had a counsellor from NorWest Community Co-Op available to speak with students he needed support.**
- **We brought in a new cell phone regulation that tackled the overuse of cell-phones. This led to a significant decrease in screen time during the day.**
- **Students participated in a national drug and alcohol survey that helped them reflect on their social environment, and provided the school with valuable information regarding key areas of focus for mental and physical well being and education.**

Academic Excellence: 2018-2019 GOALS

- The Maples Met School asks learners, including faculty, to push themselves and to develop questions about the universe that speak to the human experience.
- We commit to supporting the development of projects that draw from internships and School experience that are deep, authentic, and rigorous.
- We commit to developing rigorous internship experiences for all our learners where they are challenged, provoked, pushed to create new knowledge, and give back to their organization.
- Numbers! Words! We commit to embedding numeracy and literacy skills into all educative experiences. We pledge to have the outcomes of mathematics embedded in our project-based learning and that our learners see math as beautiful. We pledge to offer our learners authentic reading experiences, where they can read books that speak to their passion and where they can engage in local authors. We want our learners to fall in love with reading and create their own manuscripts that speak to their passion.

- We pledge to develop a deep and rich library of hard copy materials.
- We commit to communicating high expectations for all, but with the foundation of balance.
- We want learners to strive for excellence in their own way. We commit to not painting our learners with the same brush, but recognize that success means different things at different times. This means, however, that we challenge learners to go further in their thinking, creativity, and perceived ability.
- We will continue participating in the CEMC Mathematics contests and develop more opportunities for reading and writing in the public sphere.
- We commit to the development of an entrepreneurship program, partnering with post-secondary institutions and private industry.
- We commit to employing assessment tools and strategies which are rigorous, authentic, fair, and transparent. We believe that our learners should be part of the creation of assessment tools and that assessment moves beyond marks and grades. We believe that assessment is a conversation about the achievement of goals and outcomes and how we can improve our knowledge and skills.

2018-2019 OUTCOMES

- **Mathletics continued to be a significant resource, helping students work through math problems and provide additional support outside of the classroom.**
- **Staff met with a prof from U of W and committed to working in collaboration with him and his colleagues to cultivate greater awareness of mathematical practices and strategies to assist with our efforts to enhance the quality of numeracy education at Maples Met.**
- **Several novel studies were conducted in all advisories throughout the year, followed by rich discussions and projects, including Socratic seminars, Holocaust awareness field trips, and outcomes related to understanding the General Strike of 1919.**

Public Demonstrations of Learning: 2018-2019 GOALS

- We commit to providing all of our learners with opportunities for public demonstrations of their knowledge. This included public exhibitions, opportunities for debate and public speaking, and for presentations within the community.
- We commit to helping each of our learners develop an electronic portfolio that exhibits learning, growth, and transformation.
- We will support and encourage our learners to take part in public learning experiences, such as Model United Nations, Law Day, the Envirothon, TEDx, Debate, and music/arts performances and exhibitions.

2018-2019 OUTCOMES:

- **We introduced HeadRush at the end of the year in a few classrooms, which helped to keep an electronic portfolio of their learning. This tool will be used across all advisories next year.**
- **Students again participated in Model U.N., TedX, Envirothon, Debate, Arts in the Park, and many more public displays of learning.**

SCHOOL PLAN 2019-2020

Drafting Process:

The school plan was created over a period of time whereby staff reflected both individually and together as a whole team. The Staff was asked to reflect on their year and submit entries that laid out their priorities for the upcoming school year. These submissions were discussed during several staff planning meetings in June.

Our priorities are borne out of the personal lived experiences of advisors at Maples Met, the foundational principals of Big Picture Learning, as well as the perceived and real needs of our student body, and the values of the Seven Oaks School Division.

We reached out to families directly to seek their input. Several families provided detailed comments that were included in our framework. We also reached out to all of our students. We were pleased with the number of submissions received by students, and the quality of their feedback.

Through “exit interviews”, phone calls, and emails, our mentors were also asked to provide feedback, specifically as it pertains to our internship process.

Although specifically designed meetings around the school plan occurred in June, feedback and reflection was consistent throughout the year and incorporated into our framework.

We came to consensus through dialogue at our staff meetings. The Staff was asked to articulate a supporting position for the priorities laid out in the school plan. Following this, we discussed the practical steps that could be taken to fulfil those aims. Where there was neither a practical step nor reasonable position stated, the proposed objective item was abandoned.

SCHOOL PRIORITIES 2019-2020:

1) Indigenous Perspectives, History, and Truth and Reconciliation:

- We commit to increasing the number of Indigenous Elders and community leaders that visit our school throughout the year. We commit to this because hearing the perspectives of community members with real lived experience will afford students the opportunity to understand the impacts of colonization, appreciate Indigenous cultural lenses, and assist us in meeting our commitment to the 94 recommendation of the TRC. Our success can be measured in part by the number of visitors we have to the school on a monthly and yearly basis.
- We commit to holding a PD Day next year that focuses on developing better practices regarding de-colonization of our school, to gather more resources and strategies to effectively bring indigenous educational perspectives into our work, and to set concrete goal that help us achieve our commitment to the 94 recommendations. Our success can be measured by whether or not we have set a PD Day aside for this purpose. Further to this, a greater number of books and online resources in our library will signal progress in the literary improvement we hope to make.
- We commit to working toward greater inclusion of the 94 recommendations into the scope of all project work. Our aim is to ensure that an understanding of different world views, and the impacts of Canada’s colonial past can be understood in current lived experiences. Our success can be measured by including this in project rubrics, where applicable

2. Deeply Meaningful Projects and Assessment:

- We commit to implementing the Internship Planning Guide document that was developed by a special staff committee earlier in the year. This document consolidates all of the tasks required before, during, and after internships are secured. The aim of this document is ensure there is more effective and efficient communication between the school and mentors. Furthermore, this document helps focus the work of mentors, advisors and students in the project design and planning phase that occurs before an internship begins. We will be able to measure our success by tracking the number of visits that are occurring over a 2-3 week period, the feedback of mentors, which is collected throughout the year, and the number of completed project plans prior to the beginning of an internship.
- We commit to using Headrush, a project-management platform that will help students and advisors track project work, focus design, and allow for deeper analysis and assessment. Our aim is to help students keep better track of their ongoing work, while having a solid tracking mechanism for outcomes being targeted and progress being made. We will be able to measure our success on both the number of students using Headrush consistently throughout the year.
- We commit to adding more Interest-Based Advisory (IBA) activities throughout the year. Our aim is to increase student exposure to possible internship opportunities and project ideas, with experts and community leaders. The number of IBAs that we hold (the minimum goal is three (3)) will serve as a measurement of our success, as well as an increase to the number of experts and mentors in database.

3. Mental, Physical, Spiritual, and Emotional Well-Being:

- We will remain vigilant on the enforcement of our cell phone regulation policy. Our aim is to ensure students are learning in a space that is free from unnecessary distraction, unhealthy social media consumption, and gaming while in school. Our success will be measured by the number of hours a week students are spending on their phones in class, with a specific focus on the intent and purpose of screen time.

- We commit to have more Pick Me Ups (PMU) and Kick Me Outs (KMO) that focus on mental health. Specifically, our aim to equip students with strategies to cope with anxiety, sleep deprivation, excessive screen time, poor nutrition, and social challenges. Success will mean at least one PMU or KMO a month focused on the above.
- We commit to strengthening our relationship with the guidance team at Maples Collegiate. Our aim to provide ongoing support to our students through a consistent relationship with a professional in our building. We will introduce the guidance team to our students at the beginning of the year and inform all students of who their counsellor will be throughout the year.
- We commit to having more advisory time dedicated to active reflection. Our aim is to have students recognize where they are at in find balance and to ensure strategies and implemented to keep them on track. Success will mean at least one hour of advisory time a week dedicated to some form of reflection, whether it be group discussion, LTI journals, or personal writing.

4. Thinking About the World Through a Mathematical Lens:

- We commit to advancing our professional development in Mathematics as a staff. Our goal is to work with multiple math experts, including university professors, who will observe instruction in class, and provide meaningful and constructive feedback. We will establish a Math club for staff and students to share math stories, resources, strategies, and skills. Success will be determined in part by having experts in classrooms multiple times a month, as well as scheduling weekly Math Club meetings.
- We commit to using mathematical language and perspective in everyday contexts, and to weave math concepts and ideas into advisory-based projects. Through headrush, learning plans, and mentor meetings, we will build outcomes into project planning at all phases. Success will include the appearance of mathematical outcomes, concepts, and language within learning plans and project design.