



# Maples Met School

## Maples Met School School Plan 2018/19 *One Student at a Time....*

In June, our faculty came together to review our [School Plan 2017/18](#). We spent time reflecting on our mission and vision of the school and the priorities we had set forth. Here were our priorities from last last year:

1. Maples Met staff affirm our commitment to decolonizing our teaching practices and building relationships of solidarity and respect with indigenous learners, families, and communities. As a faculty we recognize that we must take responsibility for positioning ourselves as active and integral participants in a decolonization process that respects indigenous nationhood, renewed cultural kinships, and the development of educational relationships that respect the immense knowledge of indigenous peoples and our presence on indigenous territories. Decolonization is as much a process as a goal. It requires a profound recentering of indigenous worldviews in our practices as educators. It requires the non-indigenous educators among us to approach Elders and other knowledge-holders from indigenous communities with respect and humility. It, furthermore, requires the non-indigenous educators among us to take it upon ourselves to educate ourselves and not sit on the sidelines while indigenous peoples do the heavy lifting for us. Our first concrete steps along this journey include our school offering the indigenous culture credit, working with Aboriginal Student Leadership at Maples Collegiate, incorporating indigenous perspectives into teaching and projects, reading books by indigenous authors, providing opportunities and spaces for students to practice and observe indigenous ceremonies and cultural traditions, attending professional development with an indigenous focus, and developing school initiated courses that center and celebrate indigenous perspectives.

2. Our school recognizes and is committed to creating a school culture that actively develops positive mental health for each individual. Through collaboration with our school and the community, we acknowledge and value students as key and active contributors in helping to build a positive mental health approach that focuses on skills and strategies connected to student resilience, self-efficacy, belonging (connectedness), and coping strategies. We pledge to become a school centred on the ethic of care, where every learner and educator feels they are in a relationship of care.

3. The Maples Met School commits to creating educative experiences that are rigorous and that are truly authentic, based on the learner's passion, and based on informed action, or praxis.

*Relationships | Relevance| Rigour*

4. The Maples Met School commits to ensuring that our Mathematics programming is of the highest quality so that learners have the skills and competencies they need in order to develop high-quality, powerful projects and to fulfill their post-secondary goals.

5. The Maples Met commits further to develop an ecological literacy within all learners and faculty. By this, members of our learning community will understand how all systems on Earth are connected, that planet Earth supports all life, and that there are consequences to human activity.

While we felt we had made important strides in areas of reconciliation (an indigenous student council was created, learners participated in cultural credit, and many advisory projects focused on reconciliation) we felt that we were still not doing enough to decolonize our space and open it up to all families.

In terms of mental health and wellbeing of our learners, again, we felt that we made strides with our programming and community networks (we developed a strong relationship with Norwest Co-op), we still feel that we have a long way to go to ensuring that wellbeing is embedded into all our learning experiences. We also felt that we strayed away from the fundamental thing that makes us a Big Picture Learning school: Advisory.

Lastly, we felt that our design and programming around ecological literacy was a positive first step (especially with the water conference), we still need to focus on changing behaviour and allowing our learners to connect with Planet Earth.

Based on our reflection of last years' priorities, we came together to create a vision for our school. This was shared with our families and learners and consolidated into this document. This document directs our experience design, our interactions with other, our professional learning, and how we learn at the Maples Met School.

### **Mission & Vision 2018/19**

Our mission is to cultivate a safe and educative environment by which learners engage in critical issues of interest to them so that they can develop the skills and knowledge essential for affecting positive change through meaningful and informed action, or praxis;

Furthermore, our mission as a school community is to support learners of all ages in developing the confidence and skills to actively engage in positive and transformative relationships. We recognize the importance of fostering such relationships between nations on this land, between individuals on this land, and between all of us and the land;

Furthermore, our mission is to cultivate an environment where our learners engage in meaningful learning through the lens of decolonization, ecological literacy, well-being, resilience, and community with purpose;

Furthermore, our mission is to work with learners, families, and staff on meaningful projects that connect with the community and land we live on in authentic ways. Learning experiences are designed and supported with a view to draw together the aforementioned with curriculum connections. The structure of our experiences, space, and procedures support staff and learner well-being;

Finally, our vision for learners when they leave the Maples Met School is that they are able to lead their communities with **integrity**, serve their communities with **humility**, and strive for **innovation** in all aspects of their lives.

## **Priorities for 2018/19**

### ***Relationships***

#### Community Connections

- 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 learnings 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.

#### *Reconciliation*

- 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.

### *Ecological Literacy*

- 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.

### **Relevance**

#### *Passion*

- 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 which 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.

#### *Well-being and Resilience*

- 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 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.

## ***Rigour***

### *Academic Excellence*

- The Maples Met School asks learners, including faculty, to push themselves and to develop questions about the universe which speak to the human experience.
- We commit to supporting the development of projects which 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 which 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 which 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.

*Public Demonstrations of Learning*

- 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 which 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.

**RELATIONSHIPS**  
**RELEVANCE**  
**RIGOUR**  
**HUMILITY**  
**INTEGRITY**  
**INNOVATION**

