

School Plan Report: 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.
 - **Relationships between our divisional elders and elders such as Mitch Bourbonniere were cultivated and continued through phone calls, in-person visits with select students/staff, and professional development. We feel we could have done more by having scheduled visits monthly in the school with elders around specific topics. Unfortunately, our plans to have Senator Murray Sinclair attend the school for a broader discussion around the TRC were interrupted by the pandemic.**
- 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.
 - **As per our commitment, we dedicated a full professional development day to expanding on our understanding indigenous education that included the participation of our divisional elders, Mark Chipman, Kevin Chief, Ry Moran, and several Indigenous and non-Indigenous students from Maples Met.**
- 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.

- **Several of Maples Met's Indigenous students combined their internship experiences with the goals noted above by giving classroom presentations and leading forums on the TRC and Canada's tragic history with our Indigenous Peoples. We feel that we could have done more to follow through on the school-wide project that aimed to work all 94 recommendations into a project in each Advisory. We will continue to be mindful of this goal.**

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.
 - **The new documents served as an effective guide for staff, students, and mentors throughout the year. Our lines of communication were improved as a result of these forms, which lead to clearer project designs and expectations from both sides.**
- 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.
 - **Headrush was met with success in some classrooms and more difficulty in others. Where successful, it proved to be a good way to triage information and**

ensure students were on track with project design and credit attainment. When challenges arose, it was usually as a result of difficulty in managing the program coupled with frustration from those who felt it was not the right fit.

- 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.
 - **There was success around the introduction of IBAs into Maples Met last year. Unfortunately, due to the pandemic, some planned activities were cancelled. However, as a result of the planning done around IBAs last year, many Advisories are adopting the principles of this approach to collaborative learning, and it will be implanted in the regular programming of many classrooms at Maples Met.**

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 found success overall with our cell phone policy. Language around cell phone use and its potentially negative impacts on us were frequently referenced in classroom conversations, school-wide emails, newsletters, and 1-1 meetings with students. It has helped us re-direct attention in a positive way to things that will help keep us focused and productive.**
- 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.

- **PMU and KMOs continued at Maples Met last year and resulted in a positive environment where staff and students got to celebrate one another. However, we recognize that our schedule was not adhered to often enough and sometimes lead to confusion or exclusion of all classes being together.**

- 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.
 - **The nature of the role played by the Maples Guidance team at Maples Met has evolved. We continued to be well served with great advice regarding post-secondary applications and bursaries.**

- 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.
 - **It became common practice at Maples Met for Advisories to reflect. This became even more common and frequent following school closures due to the pandemic. Student reflection was evident in writing, such as autobiographical assignments, daily journaling and whole-of-Advisory discussions.**

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.

- **Several Advisors worked with a number of Math experts, including profs from the U of W and U of M who frequented their classes and provided supported in several ways, including join teaching lessons, 1-1 tutoring, and group work.**
- 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.
 - **Math is still taught in a more traditional way at Maples Met. We are always working to find creative ways of incorporating it into the scope of project work and internships. We recognize that this goal was not met to the extent we had hoped for, in part due to disruptions related to the pandemic, and in part as a result of it not being a focal point during staff discussions. We continue to believe in the importance of this goal and will work towards greater achievements this school year.**

School Plan 2020-2021:

Drafting Process:

The school plan was created over a period of time whereby staff reflected both individually and collectively as a 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 and September.

As a result of the significant changes brought about by COVID-19, this year's School Plan has been a moving target, and we anticipate that changes to the priorities laid out here may be required throughout the school year as health officials make changes to the status of provisions and protocols.

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 needs of our student body, and the values of the Seven Oaks School Division.

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.

Students are frequently engaged in discussions about how to improve school culture and norms. Their feedback is woven throughout this document.

1) Collaborative Inquiry and Formative Assessment

Rationale:

The Maples Met School belongs to a global educational network called Big Picture Learning. Our school's pedagogy is founded on a commitment to support and provide a student-centred education, rooted in meaningful projects, *one student at a time*. In order to ensure student agency and voice is at the centre of our work, we must allow space for self-reflection, collaborative inquiry, and student involvement in the design process.

The following passage by scholar Heesoon Bai helps to articulate the objectives and benefits of inquiry, and the merits of our approach:

"We get into inquiry because of our desire to see and understand differently, with better insight and creative possibilities of interaction, the particular situation and people that one encounters in one's life, and one's own reactions to them. In other words, inquiry is not an abstract exercise but a living practice. Given this, the most important element in inquiry is what the inquirer brings to the process of inquiry: alert and expansive consciousness, sensitivity and receptivity to people and situations, the ability to feel authentically and strongly, the capacity for sustained investigation, creative impulses, imaginative capacities for trying out different "realities," and vitality and enthusiasm."

Goal # 1: Collaborative Inquiry

We commit to improving our practice of enshrining student voice and agency into school work/experiences, and creating the time and space necessary for staff to meet to focus on questions, not just fixed answers. As life long learners, we commit to creation and progress with purpose.

Goal # 2: Formative Assessment

We commit to providing quality feedback in the learning process to help inform teachers of their next steps with the students in pursuit of learning goals and outcomes. A commitment to greater formative assessment practices will help us improve both teacher practice and student learning.

How will we know when we have succeeded?

- The collection of feedback from students on a daily basis
- We will see a difference in rubrics which reflect student feedback
- In ongoing teacher assessments and marking criteria
- Increased use of reflective approaches such as exit slips, 1-1 conferencing with students, and grade level collaboration to share and create
- In self-assessment, whereby students become active participants in their learning
- Staff will be given at least 60 minutes bi-weekly to meet in grade level teams to plan and create collaboratively.

2) Indigenous Education and Decolonizing Spaces

Rationale:

Since our inception as a country, Indigenous Canadians have had to battle racism in our laws, institutions, and interactions with fellow citizens. The same is true for many who immigrated to Canada. At Maples Met, we recognize the hardships and wrongs done to Indigenous Canadians and newcomers, both current and historical, including the damaging role that many schools played in that history. Given our commitment to have an educational space that is progressive and inclusive of all members of our community, we commit to reinforcing educational initiatives around Indigenous perspectives as well as ensuring non-western ways of living, learning, and knowing are incorporated into our work.

Further to this, we recognize that the process of colonization created many euro-centric structures, such as schools, that in some instances have created inequitable and unsafe spaces for many members of our community. In the spirit of reconciliation and in acknowledgment of the role these structures still play in shaping our collective identities, we commit to engaging in further research and dialogue to improve the quality of our education wholesale.

Goals:

- We commit to having a dedicated space and schedule for smudging at Maples Met. This will include the availability of sacred medicines (sage), a specific room, and storytellers to share knowledge related to this practice and others Indigenous ways of living.

- We commit as a staff to personal introspection that includes an analysis of our own worldviews and the impact that colonization has had on the ways in which we live and experience the world both personally and professionally.
- We commit to engaging critically in our academic and pedagogical approaches to literacy. The resources we use to inform our practice and expose our students to the world will include a diverse range of voices.

How will we know when we have succeeded?

- We will see reflected in the resources we are using to inform our practice, a diversity of voices and worldviews, such as the presence of elders in our school discussions, the diversification of ethnicity, race, and religion in authorship, and leaving to learn experiences that bring us in touch with the land and non-Western originated ways of knowing.
- Students will have greater agency and control of their own learning, seeing themselves reflected in the creation of rubrics, experiences, and culture.
- Students and staff will begin to question and study the structures of our society, including schools, with new lenses that take into account the perspectives of those who settled this land prior to colonization, as well as those who have come to Canada from elsewhere, and helped shape our identity.

3) Mental Health and Well-Being

Rationale:

We know that kids are at their best when they are free to learn and grow in safe, respectful, inclusive, and nourishing environments. Technology and other global changes have given rise to new opportunities, but it has also come with a number of challenges related to things such as sleep, mood, relationships, and physical fitness. As the world grapples with many new and old challenges, many stressors have been introduced into the homes of our students and their families. At Maples Met, we know that in order for academic success and achievement to occur, students must be of sound mind, body, and soul. As such, we are committed to building on past practices and creating new structures to support healthy living and wellness.

Goals:

- We commit to using outdoor spaces for learning more frequently and working health/fitness breaks into our days.
- We commit to continuing our cell phone policy that limits non-educational use of technology during class times.
- We commit to continuing our breakfast program and offering meals to students as needed.
- We commit to continue providing families and students with resources that help establish and maintain healthy ways of living.

- We commit to re-establishing a Mental Health and Wellness Club at Maples Met where students and staff can gather to share and support one another.

How will we know when we have succeeded?

- Students will be outside more often during the day, including in green spaces around the school, during both academic and non-academic periods of class.
- A Mental Health and Wellness Club will be established and meeting weekly.
- Healthy snacks will be onsite daily and available to students in an easy and accessible way.
- Families will continue to be provided with resources in newsletters, advisory updates, and other school communication that helps them address wellness and mental health issues in accessible language and with the support of Maples Met staff.