

Maples Met School

Report to the Community

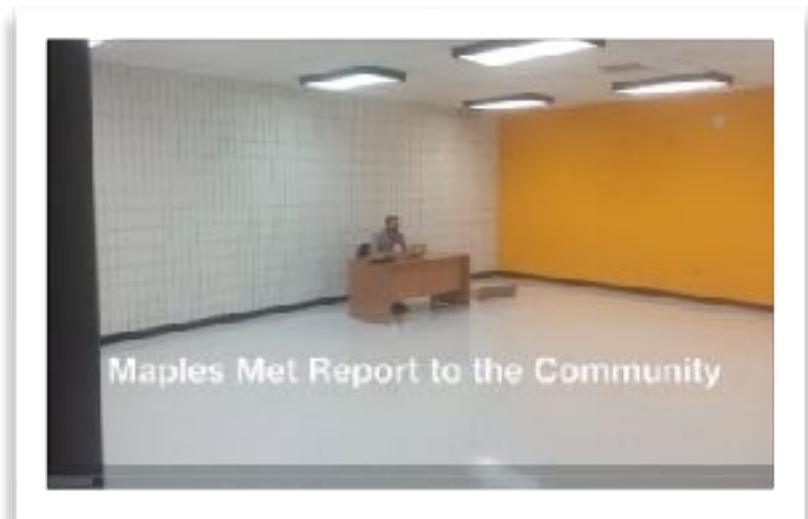


Maples Met School

Report to the Community 2016/17

Please watch the following video to get a sense of what we did this year!

Link to the Video if you accessed the PDF version of our Report to the Community: <https://vimeo.com/223811154>



[Click here to access the video](https://vimeo.com/223811154)

(Password is MaplesMet2017)

Introduction

In early 2016, the Board of Trustees of the Seven Oaks School Division made the decision to open a second Met School (Big Picture Learning) in reaction to the growing demand for the Big Picture Learning model. Housed on the second floor of the Seaford Wing of Maples Collegiate, the Maples Met School opened its doors in September of 2016 with three Grade 9 Advisories and one Grade 10 Advisory.

In 2017/18, we will be opening up an additional three Grade 9 Advisories and an additional Grade 11 Advisory. Our student body and faculty will double next year.

Over the past ten months, our learners have created powerful projects, learned through their internship opportunities, and developed strong relationships with each other and their advisors.

The success of the Maples Met School is owed to the tremendous learners, their ideas, and their passion. These learners are supported by extraordinary adults who are equally passionate about learning and who, as a faculty, are constantly engaged in learning, reflection, and the pursuit of knowledge.

This report to the community is based on the goals and priorities we set out last fall in our school plan.

School Plan, Mission, and Priorities

Our logo



The Maples Met School logo is a light, representing education and hope. Hope for our learners, hope for our community, and hope for our planet. It incorporates the four colours of the Medicine Wheel, representing our commitment to reconciliation and to the 94 recommendations of the Truth and Reconciliation Commission. It acknowledges that we are fortunate enough to live and learn on Treaty 1 land and the land of the Métis Nation. Treaty is covenant. It is spiritual.

Our logo also features green and blue, marking our commitment to our beautiful planet. We acknowledge that this planet sustains all life and that we are stewards of the Earth.

Finally, our logo includes the colours of our neighbouring Met School, the Seven Oaks Met School. We are deeply connected to them and rely on their wisdom and expertise.

Big Picture Learning

One Student at a time.... We believe in this whole heartedly. Each student is respected for their passion and interests and for their personal story. Learners create their own learning plan based on their passions and interests and are nurtured to take informed action, or praxis.

Relationships - Relevance - Rigour. We take these three powerful words very seriously. We firmly believe that deep learning occurs when students feel safe, when the learning is bathed in their experience, and when they are challenged to look at the world from a variety of perspectives.

For a full understanding of BPL, please see the [10 Distinguishers](#).

School Mission Statement

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.

School Priorities

Create an environment where learners feel safe, welcome, and important and where reconciliation is a pillar to our strong community.

Create an environment where families are engaged in the development of learners.

Develop a school culture whereby faculty and learners are perpetually engaged in discussions related to how and why we learn and teach.

Develop sound assessment practices in order to assess projects, exhibitions, internships, and general student learning in meaningful ways.

Create meaningful connections with the wider community and develop an ecological literacy within our learning community.

THE LEARNING GOALS

EMPIRICAL REASONING
How do I prove it?

- Think like a scientist
- Make hypotheses
- Design scientific projects
- Collect data
- Analyze information
- Interpret results

QUANTITATIVE REASONING
How do I measure, compare or represent it?

- Think mathematically
- Use numbers to evaluate problems
- Estimate
- Recognize data in the real world, tables and graphs
- Create and analyze budgets
- Interpret formulas, tables and graphs
- Measure masses and create mass drawings and models
- Analyze mass flow, mass, and production

COMMUNICATION
How do I share and promote ideas?

- Communicate ideas
- Read
- Write
- Speak
- Listen
- Use technology
- Communicate: Visual and Media, Theater, Drama

SOCIAL REASONING
Why is it important, just or not?

- Think like a citizen
- Think like a community and a nation
- Recognize the history of our nation
- Recognize the history of our nation
- Analyze social systems
- Recognize issues
- Take action in the community

PERSONAL QUALITIES
What do I bring to the process?

- Build self-esteem
- Communicate
- Empower
- Recognize your strengths
- Show responsibility
- Change your mind
- Manage your time
- Recognize your responsibilities
- Work cooperatively
- Be a leader and a team player

BIG PICTURED LEARNING

Experiential Education

Much of our faculty professional development was devoted to the concept of experience and experiential education. As such, we focused heavily on creating educative experiences for our learners that began with their understanding of the world.

This manifested itself in our Leaving to Learn opportunities (field work), our internship opportunities, and our school-based projects. All three of these pillars sought capitalize on the experience of our learners, challenging their preconceptions of the universe, providing time and space for disequilibrium, and then allowing them to create their own understandings.

You can see [report on our Education Leave grant](#) which was focused on experiential learning.

Internships (Learning Through Internships)

Internships are a huge part of what we do at the Met. On Tuesdays and Thursdays, learners head off to their internship sites where they connect with their mentors and create meaningful projects based on common passions.

Here are the amazing places where our learners interned this year:

Mountain Equipment Co-op
UWinnipeg Chemistry Department
UWinnipeg Physics Department
UManitoba Entomology Department
UMFM
CKUW
CBC
Metanoia Farm
Hnatiuk Farm
Martha Street Studios
Artists Emporium
Niche Commons
UManitoba Bisons
THE WRENCH

Ecole Leila North
OV Jewitt Community School
Wayfinders
Royal Aviation Museum
IRCOM
J & J Penner
Tallest Poppy
Health Sciences Centre
Seven Oaks Daycare
Maples Daycare
Minuk Dental Clinic
Number TEN Architecture
Plug In Gallery
SISTEMA
AE Wright School
Amber Trails Daycare
Norwest Co-op
Bright Start
Aalto's
Seven Oaks Immigrant Services
Liberty Tax
Stanley Knowles School
Duha
Bakerite
Mood Disorders Association of Manitoba
MTYP
C&K Machine
PURE Physiotherapy
Tony Chestnut
D'Arcy's Arc

Assessment Strategy

Assessment is the essence of teaching, and as a faculty we believe in fair, authentic, transparent, and rigorous assessment. Here is Maples Met School's Assessment Strategy: https://docs.google.com/a/maplesmet.org/document/d/1D0Wsq831KG1g-Y9b26eZXG3eI31_LSPs6L-xtc6luXY/edit?usp=sharing

Education for Sustainable Development

Based on the priorities in our School Plan, one of our primary foci has been on ecological literacy. Our faculty, who have focused much of their graduate research in this area, have made fostering ecological literacy a major pillar of what we do.

For example, our Grade 10 students have participated at length in a watershed project involving both Oak Hammock Marsh and Fort Whyte Alive. Coupled with this these students prepared to see the Experimental Lakes Area play at the MTC Warehouse and participated in the our Watershed project competition.

Our Grade 9 learners created projects around garbage audits, hosting a Bike Winnipeg station, creating wind energy models, designing ecologically sound buildings, and investigating the viability of fossil fuel extraction.

As a school, much of learning occurred outdoors. We created a working garden at Maples Collegiate, nine of our students interned at organic farms, and all students went camping, either in the backcountry on the Mantario Trail or at Birds Hill Park.

Five of our Grade students also participated in the Envirothon for the first time. This team and keen to head back next and better their results.

Lastly, one of our students was able to produce his own field book on invasive species to Manitoba and he is headed to the Experimental Lakes Area for its summer field course in July. This student is the youngest ever to attend.

Our plan for the upcoming year is to further our understanding of the natural world, realize our dependency on it, and make real and actionable plans to sustain it.

Reconciliation

As part of our school's mandate and that of Seven Oaks School Division, we have paid close attention as to how our school community

take meaningful action towards Reconciliation as outlined in the 94 TRC recommendations.

As such, as a school, we read Ted Fonatine's Broken Circle. Ted was kind enough to join us for Orange Shot day, and our learners were able to enter critical conversations with him about his experience.

We also invited Elder Mary Courchene into the school to watch the film The Secret Path with us and curate a discussion. Mary challenged our assumptions and spoke to her experience in the Residential School system.

Our school community also took part in the Blanket Activity, both as participants and as facilitators. We believe that part of fulfilling our responsibility to achieving reconciliation is through outreach to other school communities.

LGBTTQ Safety and Education

An additional priority for the Maples Met School this year has been on creating a culture of positivity and safety for all students, especially those who identify as LGBTTQ. As such, we have hosted numerous Pick Me Ups related to equity, gender, sexual orientation, and sex. Mx. Brown from Maples Collegiate shared time and space with us and spoke to us about creating and maintaining a safe space.

Teen Talk Manitoba spoke to our school on three different occasions to speak about the difference between gender, sex, and sexual orientation and how we can make our space safe and positive.

We also connected with the Amber Trails GSA and our whole school volunteered at its GSA Pride Picnic. We are hopeful that this connection will inspire the creation of our own GSA next year!

Autism Spectrum

Much of our action research at the school this year has been devoted to the Autism Spectrum and Asperger's Syndrome. (Asperger's has been taken out of the DSM 5 reference book as an Autism diagnosis.)

We have read as a faculty, with students, and have consulted multiple experts in order to make our school more inclusive to students on the Autism Spectrum.

Our faculty will be presenting at Big Bang 2017 on Big Picture Learning and the Autism Spectrum.

Conclusion

This has been an incredible year of projects, field work, internships, exchanges, and expeditions. We are grateful to all our families, mentors, support staff, superintendents and Trustees. We are especially thankful to the staff and faculty at Maples Collegiate, who have welcomed us with kindness and respect.

We look forward to 2017/18 and to creating many more relationships.

Have a great summer!