

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Pinetree Secondary School

2023-2024



Intellectual Development

Goal: STEAM

Rationale:

We want to foster critical thinking skills in our students, encourage risk taking, and promote inquiry based learning across departments in our school. Give students the tools and skills to solve practical problems and make decisions.

Planned Actions:

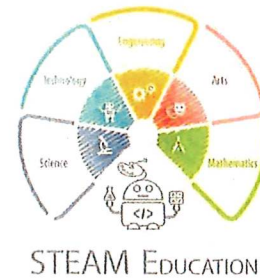
- increased use of inquiry based projects in all classes.
- encourage students to work in groups with emphasis on utilizing individual strengths across multi disciplines.
- continue to support BYOD initiatives as well as finding unique technologies to support student learning (Ex. purchased 2 3D printers and 4 Cricut machines).
- create tech lab and maker space in LLC.

Indicators of Success:

- students asking more questions about curriculum.
- increased student engagement.
- Teachers collaborating to create cross curricular STEAM lessons.
- Tech Savvy teachers take lead on STEAM initiatives

School Community Engagement Process:

- invite guest speakers into classrooms to discuss STEAM as well as the skill set companies are looking for in the 21st Century.
- communicate STEAM initiatives to families through things like PAC meetings, newsletters, parent teacher interviews, social media, and My School App.
- collaboration time during School based Pro-D

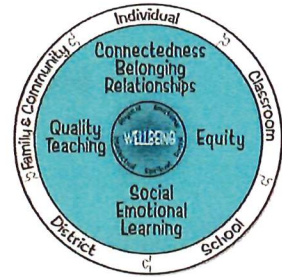


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Pinetree Secondary School**

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Human and Social Development

Area of focus:

Helping students feel connected to the school

Planned Actions:

- 2 by 10 conversations with student and include Friend Friday.
- encourage all students to explore extra curricular activities.
- create a form to survey students at the start of the semester and at the end.
- create opportunities for students to re-engage in their learning (re-assessments, offer more support, invite students to ESS on Wednesdays)
- create time in all curricular areas to review stress management strategies with goal of increasing student engagement, i.e. learning to self manage.
- allow time in class for students to have meaningful discussions

Indicators of Success:

- increased attendance and punctuality.
- feedback from staff and students.
- Connection survey results indicate increase in student connectedness.
- students seeking out teachers for assistance, students know all classmates names.
- increased student engagement across all curricular areas.

School Community Engagement Process:

- communicate clear intentions to families through things like PAC meetings, newsletters, parent teacher interviews, social media, and My School App.
- School based Pro-D
- Parent learning survey
- Reinforcing to families the supports that are available to students - common language.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Building strong relationships with Indigenous learners and their families.

Planned Actions:

- utilize learning circles in classrooms.
- commission local Indigenous artist to create a welcome pole at the school. Ask Indigenous learners to participate in this process.
- collaborate with local Indigenous Leaders. Invite them in to the school to share their stories, knowledge, talents.
- feedback from Indigenous learners regarding what they would like to see in our school and the barriers they face in their educational journey

Indicators of Success:

- increased engagement of Indigenous learners.
- Anecdotal feedback indicates Indigenous Learners feel connected
- Land Acknowledgment used at every gathering.
- Teachers are using First People's Principle's of learning authentically in their classes regularly.

School Community Engagement Process:

PAC

- School based Indigenous focus pro-d and Staff meetings- allow staff to share indigenous materials and lessons as well as collaborate to to create new resources.
- Commission Rick Henry (Indigenous Artist) to carve welcome pole with Pinetree Indigenous learners ("apprentice")
- Include Indigenous focused section in all school newsletters.
- Work with Aboriginal Ed Youth workers and teachers to support Indigenous learners.



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Reflection

The creation of this year's APL has been a collaborative effort amongst all staff. We used time in each of the school based Pro-D days to have guided discussions around school goals specific to the three areas outlined in the APL. We chose STEAM as our intellectual goal as it incorporates all subject areas at Pinetree.

Teachers are incorporating First People's Principle's of learning in their classes more frequently. Offering teachers opportunities to expand their understanding and confidence with First People's curriculum through collaboration at Pro-D and other workshops has been advantageous. Our plan is to use school Pro-D time to continue to work on these areas.

A drum making workshop was offered in which 28 students participated. Stephanie Makie and MAXine Jackson facilitated the workshop and the demand has been so great we will be running another similar activity next year. We also held a week long Red Dress campaign, along with bulletin boards raising awareness about the origins of Red Dress Day. We culminated the week with a drum circle that included students and staff singing the Women's Warrior Song.

Once our school logo had been created by an Indigenous artist, we asked him to carve the logo on a 3x3 circular piece of wood. The piece was completed and delivered in June 2023. It now hangs in our Foyer.

We will continue to work with our librarians to build resources focused on STEAM education. We have plans to create a maker space in the LLC that contains various technologies such as a 3D printer and Cricut machine. These items will be made available to all students in the school. A science teacher will be available every other day in the library to assist with Science focused projects and connect science teachers to the LLC. We will also look into speakers / workshops that offer staff opportunities to share instructional design strategies as well as an opportunity to connect through collaboration.

Signatures

Title	Name	Signature	Date
Principal	Jeremy Clarke		06/29/2023
Assistant Superintendent	Robert Zambary		June 29/23

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