

Action Plan for Learning

	School Name: Pinetree Secondary
	School Goal: Social Emotional Learning
	School Year: 2021 - 2022

Goal / Inquiry Social Emotional Learning	<ol style="list-style-type: none"> 1.) Continuing to instill the skills and habits of self-reflection and self-assessment as common practices. 2.) Working with teacher and student learning for equity for all marginalized people, including but not limited to, LGBTQ2, BIPOC (Black, Indigenous, People of Colour), those with disabilities. <ol style="list-style-type: none"> a. Increasing opportunities for teachers to learn, reflect on and practice techniques, ideas and skills of teaching with and for equity. 3.) Increasing awareness around mental well-being and wellness, including sense of community/inclusion and sense of self-worth in staff and students.
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Rationale 1-3 reasons for choosing goal	<p>Directions 2025 (District Document) <i>HUMAN AND SOCIAL DEVELOPMENT: Develop the Educated Citizen: Enhance development of self-worth, personal identity, and social responsibility while valuing the diversity of all learners.</i></p> <p>-self-reflection and self-assessment are essential for understanding personal identity and building a sense of self worth and social responsibility</p> <p>Building community again after the pandemic -if you see yourself represented and feel valued, you feel part of the community and represented in the space (identity, self-reflection, equity, mental health) -look at the connection between assessment and equity</p> <p>Truth and Reconciliation <i>It is precisely because education was the primary tool of oppression of Aboriginal people, and miseducation of all Canadians, that we have concluded that education holds the key to reconciliation.</i> Justice Murray Sinclair, Chair of the Truth and Reconciliation Commission of Canada</p> <p>Need for specific mental health supports -20% of students identify mental health issues: 75% of those don't get the help they need (Statistic from Dr. Jennifer Katz's presentation on Indigenous Focus Day, April 23, 2021) -the need for "compassionate systems" to support trauma informed schools (information from Dr. Linda O'Neill's presentation on Pinetree Pro-D Day March 12, 2021)</p>
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References and sources to support actions

- 1.) <https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/developing-and-supporting-student-reflection-and-self-assessment-of-the-core-competencies.pdf>
- 2.) *Anti-Racism Education in Canada: Best Practices* by Ana Laura Pauchulo For The Centre for Race and Culture (Alberta) <https://cfrac.com/wp-content/uploads/2016/12/aares-report-forprint.pdf>
- 3.) Indigenous Focus Day – April 23, 2021
- 3.) **LGBTQ2** resources: <https://bc.sogieducation.org/>
<https://www.sogieducation.org/resource-guide>
- 4.) **Disability** resources: <https://fivemooreminutes.com/> , <https://kinsight.org/>

Backup Documentation



Compassionate Schools - Dr. Linda O.

Planned Actions

Continuing practices working well (1-3)

- What will we do differently? (1-3)
- How will we provide for staff development and collaboration?
- How will we involve parents?
- How will we involve students?
- How will we monitor progress and adjust actions?

Continued practices working well:

- grade 9's complete self-reflection, self-assessment and self-reporting on Core Competencies within the context of their Digital Learning Course
- building teacher familiarity, skill, and understanding of the importance, power and possibilities of self-reflection and assessment
- Anti-Racism Student committee (currently 30+ members)
- Cross Cultural Connections: Youth Symposium on Anti-Racism* in Surrey attended by ?? grade 11 and 12 students
- 2 blocks of Social Justice course this year
- increasing interactions and in-class supports with Aboriginal youth worker and support teacher

Do Differently:

- include conversations / presentations around this APL and its contents during staff meetings and school-wide Pro-D days
- create a receptacle for examples, templates, and lesson activities used by Pinetree teachers for them to use as reference
- adding an anti-racist, anti-discriminatory lens to our communications and gatherings
- look for readings, workshops and activities to engage staff and students
- Lunch and Learns for all staff with an anti-oppression focus



Involve Parents:







- include information and examples of in-school and out of school self-reflection and self-assessment in parent newsletters and on school website
- host a parent evening of diversity
- provide parents with information about mental health and wellness issues and coping strategies (newsletter)

Involve Students:

- continue to teach and model self-reflection and self-assessment in all aspects of learning
- increase participation in anti-racism conferences and Social Justice courses
- encourage reading of wide variety of diverse authors to include LGBTQ2, BIPOC, disability characters, themes and experiences






	<p>-include mental health activities and information in class and PACK activities focusing on Grade 9's</p> <p>Monitor Progress:</p> <ul style="list-style-type: none"> -informal data collection from staff about self-assessment practices -continue to build and practice student self-assessment skills in Digital Literacy (gr. 9), CLE (gr. 10) and CLC (gr. 11 & 12) -observation and voluntary participation in anti-racism discussions, readings, building professional library -have students complete mental health and wellness survey at the beginning and end of the year <p>Adjust Actions:</p> <ul style="list-style-type: none"> -provide workshops, readings and discussions around self-assessment, privilege/anti-oppression and mental health and wellness -increase Library collection of books and resources on anti-racism and diversity by diverse authors and find ways to showcase titles, authors and topics
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Backup Documentation	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Capstone Interview: Student Preparation </div> <div style="text-align: center;">  DL Final Reflection / Self-Assessment </div> </div>
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<p>Documentation of learning</p> <p>Key evidence of change</p> <ul style="list-style-type: none"> • How did your actions make a difference? • Choose 1-3 pieces of evidence to demonstrate the impact your actions have had on student learning to meet your goal. • Documentation could include video, survey results, performance standard data, anecdotal evidence, work samples, etc. 	<p>Staff book club met monthly to read and discuss Desmond Cole's <i>The Skin We're In</i></p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">  Teacher Evidence of Anti-Oppression Worl </div> <div style="text-align: center;">  Teacher Evidence of Self-Reflection & Self- </div> <div style="text-align: center;">  Anti-Oppression Video Series (PHE) </div> <div style="text-align: center;">  English Studies 12 Reading List </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">  Assignment 11 - Commemorative Post </div> <div style="text-align: center;">  Mid Semester review.pdf </div> </div>
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Backup Documentation	
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<p>School Community Engagement Process</p> <ul style="list-style-type: none"> • How did you engage parents, teachers, students & support staff in developing your APL? • How did you share your APL goals with parents, teachers, students & support staff? 	<p>Teacher engagement:</p> <ul style="list-style-type: none"> -pro-d days included presentations on self-assessment and invitation for staff to participate in APL conversations <p>Student engagement</p> <ul style="list-style-type: none"> -included questions in the Student Learning Survey for grade 10's and 12's -asking students about their skills in self-assessment and connections with adults in the building <p>Sharing goals with community:</p>
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	-APL will be available on school website, in the student agenda and as a handout to staff at September staff meeting
Backup Documentation	 APL proposal: PF meeting May 2021  Feb 2021 Black History Month presen  APL- ProD Sept. 25 2020.pptx  Gr. 10 Learning Survey Results.pdf  Gr. 12 Learning Survey Results.pdf

Reflection Highlights <ul style="list-style-type: none"> • Where are we now? • What are some patterns emerging? • What surprised you? • What conclusions / inferences might you draw? • How does this inform potential next steps? 	Where we are now: <p>*** information from the student Learning Survey</p> <p>-student self-assessment is being incorporated into many classrooms; many teachers are implementing this into their practices and use the information for summative assessment</p> <p>-informal conversations and collaboration around anti-oppression and diversity work are occurring; teachers are actively making connections with their current content and anti-oppression concepts as well as introducing lessons with specific anti-oppression lenses</p> <p>Conclusions / Inferences:</p> <p>-offering teachers the opportunities to expand their understanding and confidence with anti-oppression and diversity work, as well as mental health and wellness would be advantageous</p> <p>Potential Next Steps:</p> <p>-continue to work with librarians to build resources</p> <p>-look into speakers / workshops</p> <p>-offer teachers opportunities to share instructional design strategies</p> <p>-plan to use school Pro-D time to work on these areas</p>
Backup Documentation	

Literacy Data Attach the following: <ul style="list-style-type: none"> • Classroom Assessment • School Assessment • FSA results 	 Lit. Assessment results 2021.pdf
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Signatures

School Name: <i>Pine Tree Secondary</i>	School Goal: Choose a goal area.	School Year: <i>2021</i>
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Title	Name	Signature
Principal	<i>Jeremy Clarke</i>	<i>[Signature]</i>

Assistant Superintendent

Robert Z. Lavoie

A large, stylized handwritten signature in black ink, appearing to be 'R. Z. Lavoie', written over the top-right portion of the form's header area.