

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

APEX

2025-2026



Intellectual Development

Goal: Grounded in the First Peoples Principle of Learning: "Learning involves patie

Rationale:

In a hybrid learning model, connection to stories—especially those rooted in lived experience and Indigenous worldviews—supports critical and creative thinking across disciplines.

Planned Actions:

Integrate diverse texts (including Indigenous authors, oral stories, future-focused speculative fiction, etc.) into language arts, science, social studies, and art.

Co-design units where students engage with one text across multiple subject areas.

Invite community members or guest speakers (e.g., Elders, storytellers) to share perspectives.

Offer student-led literature circles focused on interpreting diverse narratives over time.

Indicators of Success:

Use of classroom observation templates that track depth of discussion and inquiry.

Use of graphic organizers such as KWL Charts to monitor student development of knowledge, comfort with material, and exploration of own curiosities.

Analyze report card data. Specifically, focus on improvements of our student's self-reporting/reflection sections and qualitative entries.

School Community Engagement Process:

Increased student engagement, measured via surveys and participation analytics.

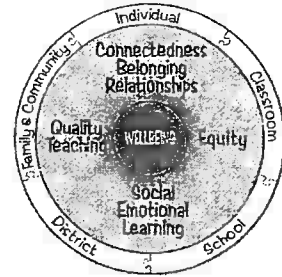
Feedback from parents during parent/teacher interviews

DIRECTIONS 2025: ACTION PLAN FOR LEARNING
STRATEGIC GOAL #1

School: **APEX**

*Increasing Success in
Life for All*

DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Human and Social Development

Area of focus:

Provide purposeful opportunities for student self-reflection and voice to inform instructional design and learning journey, encouraging patience and self-compassion throughout.

Planned Actions:

Model and use regular reflective prompts (written, audio, visual, and otherwise) that invite students to notice learning patterns, challenges, and growth.

Incorporate student feedback loops into unit design and pacing in order to increase engagement, relevance, and student success.

Hold student forums or circles (virtual or in-person) to share experiences and needs once per term.

Offer professional development on using student voice to guide differentiation and UDL.

Indicators of Success:

Continual student self-assessments to show increased self-awareness.

Student surveys and feedback forms reflect a sense of agency and voice.

Adjustments to instruction are visibly documented through bi-weekly plans and learning updates.

Evidence of UDL-informed design in learning plans and assignments.

Number of reflective showcases held during the year.

School Community Engagement Process:

Host seasonal virtual gatherings (Fall, Winter, Spring) to share student projects and reflections.

Feedback from parents during parent/teacher interviews

DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

School: **APEX**

**Increasing Success In
Life for All**

DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Learning with and from Indigenous ways of knowing is not a checklist but a commitment to relationship, reciprocity, and readiness to sit with what we do not yet understand. For Indigenous learners, this creates culturally affirming space.

Planned Actions:

Dedicate time each month for staff sharing and reflection on FPPL integration.

Partner with local Indigenous educators or community members for land-based activities, pro-d, and experiential learning. These could take place in our forest or garden, and could engage in some local language learning.

Create cross-grade inquiry projects anchored in land, language, and story.

Infuse FPPL themes into schoolwide events, celebrations, and curriculum planning.

Ensure PD continues to center Indigenous-led facilitation.

Indicators of Success:

Monthly staff reflection protocol implemented with shared documentation.

Evidence from staff self-assessment tools (qualitative and quantitative) showing deepening engagement.

Participation levels in land-based learning activities recorded across grade levels with progress indicated through consistent reflection.

School Community Engagement Process:

Develop a digital portfolio or "Journey Wall" where families can track student growth and reflections over time.

Feedback from parents during parent/teacher interviews

DIRECTIONS 2025: ACTION PLAN FOR LEARNING
STRATEGIC GOALS #1 & 2

School: **APEX**

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APEX

Reflection

Grounded in the First Peoples Principle of Learning: "Learning involves patience and time." This theme invites us to slow down, honour process over product, and trust that meaningful growth—intellectual, social, and relational—unfolds across time through reflection, relationships, and attentiveness to land and lineage.

Signatures

Title	Name	Signature	Date
Principal	Jason Giles		May 30/25
Assistant Superintendent	Stephen Whiffin		JUNE 3/25

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School: **APEX**

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