


Action Plan for Learning

	School Name: Eagle Mountain Middle
	School Context Link:
	School Goal: Social Emotional Learning
	School Year: 2020-2021

Goal / Inquiry Student learning	How can we better develop in our students critical and creative thinking skills, attributes and strategies?
---	--

<p>Rationale 1-3 reasons for choosing goal</p>	<p>Eagle Mountain teachers continue to work collaboratively to develop and enhance all students' learning through inquiry-based learning skills and strategies. Our school's journey towards integrating and innovating has helped us to continue to refine our collective vision of "learners at the center" and prepare our learners for the 21st Century.</p> <p>For the past two years our goal was to continue to 'improve our student's abilities, competencies and confidence in Math/Numeracy.' We made some strides in improving teacher's repertoire of skills in math instruction which we believe has improved student confidence and competence in math. We believe however that our students continue to struggle with their critical and creative thinking skills in math. We have also identified critical and creative thinking as skills which would help our students in other deeply profound ways.</p> <p>We believe that responding effectively to environmental and social challenges requires young people to be creative, innovative, enterprising and adaptable, with the motivation, confidence and skills to use critical and creative thinking purposefully.</p> <p>Explicit attention to and application of thinking skills enables students to develop an increasingly sophisticated understanding of the processes they can employ whenever they encounter both the familiar and unfamiliar, to break ineffective habits and build on successful ones, building a capacity to manage their thinking and enhance their ability to learn.</p> <p>The following definitions taken from Education Leadership (Link) have inspired and informed our thinking on Critical and Creative Thinking as a school wide goal:</p> <p><i>"What is creative thinking? What is critical thinking? We often view these terms as opposites that are poles apart and incompatible. We stereotype the creative thinker as wild and zany, thriving on off-the-wall, impractical ideas; in contrast, we envision the critical thinker as serious, deep, analytical, and impersonal. Consider instead a different view—that these two ways of thinking are complementary and equally important. They</i></p>
---	---


need to work together in harmony to address perceived dilemmas, paradoxes, opportunities, challenges, or concerns (Treffinger, Isaksen, & Stead-Dorval, 2006).

Creative thinking involves searching for meaningful new connections by generating many unusual, original, and varied possibilities, as well as details that expand or enrich possibilities. Critical thinking, on the other hand, involves examining possibilities carefully, fairly, and constructively—focusing your thoughts and actions by organizing and analyzing possibilities, refining and developing the most promising possibilities, ranking or prioritizing options, and choosing certain options.

Generating many possibilities is not enough by itself to help you solve a problem. Similarly, if you rely on focusing alone, you may have too few possibilities from which to choose. Effective problem solvers must think both creatively and critically, generating options and focusing their thinking.”

<p>References and sources to support actions</p>	<p>Curriculum Resources:</p> <p>Ministry of Education – Critical Thinking & Creative Thinking Competency Profiles</p> <p>https://curriculum.gov.bc.ca/competencies/creative_thinking https://curriculum.gov.bc.ca/competencies/critical_thinking</p> <p>Critical Friend and Support:</p> <p>Miriam Miller, UBC</p> <p>Book / Site resource:</p> <p>Making Thinking Visible by Ron Ritchhart Critical Thinking Consortium https://tc2.ca/</p> <p>Mindset, C.Dweck</p>
<p>Backup Documentation</p>	<p>To be gathered during first year of inquiry / action in new goal.</p>

<p>Planned Actions</p> <p>Continuing practices working well (1-3)</p> <ul style="list-style-type: none"> • What will we do differently? (1-3) • How will we provide for 	<p>Plan for best practices:</p> <p>Eagle Mountain staff is committed to continuing their work to develop 21st Century competencies, knowledge, skills and attitudes for all of our learners – this of course includes a focus on Critical and Creative Thinking. This is supported through the following foci:</p> <ul style="list-style-type: none"> • an inquiry based learning approach • a focus on core competencies (critical and creative thinking) from the BCED Plan • a collaborative approach through teams where learners are grouped for 30 months of learning and connect with multiple teachers • continued focus on strengths and the use of formative assessment practices • learning empowered by technology through our BYOD policy • developing a Growth Mindset by allowing our learners to make mistakes and learn from them
--	--

<p>staff development and collaboration?</p> <ul style="list-style-type: none"> • How will we involve parents? • How will we involve students? • How will we monitor progress and adjust actions? 	<p>Planned actions include:</p> <ul style="list-style-type: none"> • Professional development work with Miriam Miller: SEL, understanding emotions and understanding student thinking • 6 member (1 per team) APL Focus Team. • Monthly use of Collaboration morning on Critical and Creative thinking initiatives • Intentional instruction and time for students to further build and develop critical thinking <p>Monitoring progress:</p> <ul style="list-style-type: none"> • We will develop our strategies for monitoring our progress and process during the first pro-d day in September. As a new school goal, we are interested in making good decisions on what we will target, how we will support and how we will monitor and assess our progress. • We will intentionally examine our work throughout the year at staff meetings and team leader meetings, school-based professional days, and through the use of collaborative Monday sessions which are embedded into our weekly schedule. Ideas for the implementation of supporting critical and creative thinking will be discussed and disseminated at each meeting and implemented accordingly within each classroom. Feedback from classroom teachers, parents and students will come back through these channels for continual reflection and revision as it relates to our numeracy goal.
<p>Backup Documentation</p>	

<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>As this was the first year of our new goal, key evidence of change will be seen in teacher reflection and engagement towards teaching and developing critical and creative thinking across the curriculum and in non-curricular interactions.</p> <p>We will look to add to this section during the year ahead!</p>
<p>Backup Documentation</p>	<p>To be added.</p>

<p>School Community Engagement Process</p> <ul style="list-style-type: none"> • How did you engage parents, teachers, 	<p>The development of our APL involved multiple opportunities for consultation with students and teachers and parents.</p>
---	--

<p>students & support staff in developing your APL?</p> <ul style="list-style-type: none"> • How did you share your APL goals with parents, teachers, students & support staff? 	<p>Students gave us feedback in their end of year reflections (self-assessment of the core competencies) and set goals for themselves throughout this year (collaborative goal setting):</p> <ul style="list-style-type: none"> • Students reflected on their ability to critically think through various academic and social challenges. A large number indicated they wanted to further develop their skills in the areas of good decision making, and confidence in the decisions they make. • Student shared their confidence in their creativity (both academic and non-curricular areas). Although many indicated they felt like they were ‘creative’ in nature, less could identify where creativity could help them solve or address real world, or STEM challenges. <p>Our staff meetings, CDMC and professional development sessions have been utilized in allowing for conversations with teachers related to our school goal:</p> <ul style="list-style-type: none"> • At our September CDMC Meeting (2019) and following staff meetings, teachers had the opportunity to give input towards adjusting our former goal. Continuing on the numeracy path was seen as too narrow a focus for our school and a more global, farther reaching goal was discussed. Creative and critical thinking stemmed from discussions around school climate, student confidence, student problem solving and decision making and academic resilience. • Plans for professional development in 2020-2021 are still being developed but are exciting! <p>We have included our parent community with updates to our school vision and goal through the following:</p> <ul style="list-style-type: none"> • Monthly school newsletters • Our June 2020 PAC Meeting
Backup Documentation	Forthcoming as we develop our new goal in September.

<p>Reflection Highlights</p> <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? 	<p>Although we spent two years with a numeracy goal, it still feels like are not abandoning it completely, but rather expanding our focus to helping students become stronger learners...a benefit that will be seen in mathematics, the humanities but also in their own SEL. work with incredible educators like Leyton Schnellert, Carole Fullerton and Peter Liljedahl have not only inspired us, but it has prepared us to make real, meaningful growth in our approach to student development, not just mathematical learning.</p> <p>One aspect we will be focusing on early in the new school year is creating an assessment tool to assess our practices and the impact they have on students critical and creative thinking confidence, strategies and resilience.</p>
Backup Documentation	To be developed during first months of our new goal.

Signatures

School Name: Eagle Mountain Middle	School Goal: Social Emotional Learning	School Year: 2020-2021
------------------------------------	--	------------------------

Title	Name	Signature
Principal	Darren Macmillan	D. Macmillan
Assistant Superintendent		

Print this page, have it signed by Principal & Assistant Superintendent, scan it and attach it here	
---	--