

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Meadowbrook

2024-2025



Intellectual Development

Goal:How can we develop critical thinking to support reading and writing?

Rationale:

Critical thinking develops when we have something to think critically about that is meaningful. Our students have a natural curiosity for water and dams, so we will explore teachings about salmon and dams from the Kwikwetlem First Nation.

Planned Actions:

Term 1 Stream of Dreams program Oct.2-4, considering our responsibility to our waters, to the salmon and to the land. Term 2 Students participate in Salmonids in the Classroom, located in our Piazza. Requested STEAM Support Teacher to support a STEAM connection to dams, salmon and the new Minecraft experience. Term 3 Trip to the river for a salmon release and reflection. Consider the local history of dams. Engage our Documentation and Reflection Halls to provoke

Indicators of Success:

A deeper appreciation for the health of the salmon, the waters, and the lands. Our critical thinking, supported by our STEAM inquiries, will inspire our children to consider their responsibility and ideas for nurturing the health of the lands, the waters and the salmon. The art installation that will be created through our participation in the Stream of Dreams will be a legacy to continue our critical thinking on the connection between the lands, the waters and the salmon for years to come. We will explore the history of dams in our local area as a Truth as part of our commitment to Truth and Reconciliation.

School Community Engagement Process:

We will share with our community our learning from our participation in the Stream of Dreams at our Student-Led Conferences in the fall. We will share our learning of the Salmonids at our second Student-Led Conferences in the spring. We could share our extensions and critical thinking through the Reggio framework of the 100 Languages of Children in the third term.

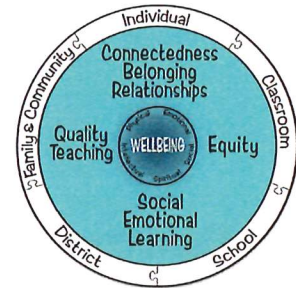


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Meadowbrook**

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Human and Social Development

Area of focus:

Align our current Concentric Rings of Care framework to our responsibility to be stewards of the lands, the waters, the salmon and each other.

Planned Actions:

We will begin in September with student rotations that will help all students and staff consider the Concentric Rings of Care and how we show care for ourselves, others, this place at Meadowbrook and the earth.

We will explore the term Kwikwetlem, "Red Fish Up The River" and consider what we can learn about how to care for each other, the lands, the waters, and the salmon by exploring the past.

Indicators of Success:

Through a Reggio lens that honours the image of the child as strong, capable and able to construct knowledge, we will document student voices in our Documentation hallway. This documentation will reveal the care that students are expressing towards their inquiry topics in the area of the lands, the waters, and the salmon.

School Community Engagement Process:

Our community will be invited to visit our Documentation hallway and learn alongside the many inquiries that our students explore through the 100 Languages of Children. The voices of our students are documented encouraging our community to consider care from the perspective of the child.

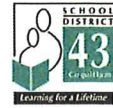


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

We will extend our goal of connecting to the lands, to consider the connection between the lands, the waters and the salmon.

Planned Actions:

We will turn our attention to the teachings of the salmon and what they can teach us about the waters and ourselves. We plan to:

- Continue our partnership with parent Nancy Joe, from the Kwikwetlem First Nation, who comes to teach us how to be stewards of the lands and the waters
- Explore indigenous stories and artwork representing salmon and get curious about the many teachings of salmon, like life cycles, transformations, resiliency and patience.

Indicators of Success:

Success will be an appreciation that "learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors." And "learning recognizes the role of indigenous knowledge." (First Peoples Principles of Learning)

School Community Engagement Process:

We will explore opportunities to share our new teachings from salmon and the indigenous knowledge that we have gained through our 100 Languages of Children.



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

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Reflection

There is a harmony between our 3 areas of Intellectual Development, Human and Social Development and Indigenous Ways of Learning. By weaving these three areas together, our intention is to create a synergy where the goals support each other and offer critical thinking from many different lens and perspectives. We develop critical thinking skills when we have something critical to think about that is meaningful and relevant to our own context (Intellectual Development). Our students naturally enjoy playing and exploring with water and creating dams. Have they considered the dams that were created on the Kwikwetlem First Nation? (Indigenous Ways of Learning). This offers a point of entry for exploring this topic critically. Our students have been learning about their lands, but what is the connection between the lands, the waters and the salmon? What is our responsibility to the care of the lands, the waters and the salmon? (Human and Social Development). What lessons can salmon teach us? (Indigenous Ways of Learning).

As a Reggio inspired school, we are excited to see where our students take these provocations for critical thinking that they will interact with this year and the new learning that they will create. How will STEAM support their critical thinking and help our students express their thinking? How will this inquiry extend their understanding of care from humans to the lands, the waters and the salmon and other creatures we share our earth with? We are excited to start this journey!

Signatures

Title	Name	Signature	Date
Principal	Shawne Callihoo	<i>S Callihoo</i>	June 28, 2024
Assistant Superintendent	<i>N. Tamburini</i>	<i>[Signature]</i>	<i>June 28/24</i>

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