

# **Carisbrooke School Plan 2021-2022**

## **School Goal**

**Our learning community will develop depth and breadth in our ability to build on individual understanding and engage with the ideas of others as we develop social, emotional, and intellectual resiliency within a decolonizing lens.**

## **Reflection and Rationale**

Since 2017 our school has been learning about the Core and Curricular Competencies, Social-Emotional Learning and the Indigenous Worldview. We have gained much knowledge, skill and experience in applying concept-based learning in our teaching practices. Each year the School Plan has evolved to reflect the adaptive layering of deep thinking and the expanded breadth of professional development and implementation in these areas.

The revised single point rubric format of the 2021-22 School Plan reflects strategic thinking that captures the synthesis and analysis of key professional learnings to date. It parallels staff work on instruction and assessment targeting what 'Practicing' looks like.

This past year a focus on 'thinking about our thinking' or metacognition has emerged. The coming school year will target further deepening of teaching and learning practices in the areas of Core and Curricular Competencies, Social-Emotional Learning and Indigenous Worldview using both creative and critical thinking skills. This approach will be supported through a whole-school, Integrated Arts program.

## Carisbrooke School Plan 2021-2022

### Guiding Resources

Our team will draw on the work of **Ron Ritchhart**.

“Through their effective and regular use, thinking routines help to craft a new story o school by sending the message that learning is not a process of simply absorbing others’ ideas, thoughts, or practices but deep learning involves uncovering one’s own ideas as the starting point for learning and connecting new ideas to one’s own thinking”. **Source: Ron Ritchhart, Making Thinking Visible, p. 32-33**

We will also explore the use of the **Arts as described in the BC Curriculum**.

“The B.C. Arts Education curriculum is designed to enable students to explore the world through an artistic lens and to express their ideas, opinions, beliefs, and emotions. The curriculum also connects strongly with the values expressed in the First Peoples Principles of Learning. Students are guided in developing artistic abilities in four core disciplines: dance, drama, music, and visual arts. While each is unique and of equal importance, the four disciplines naturally work together to enhance students’ intellectual, social, emotional, and physical growth. All students have the capability and potential to create and engage in the arts and to develop individual strengths and capacities.

The Arts Education curriculum is founded on the artistic habits of mind – explore and create, reason and reflect, communicate and document, and connect and expand. All are lifelong and transferable knowledge and skills. Students investigate artistic elements, processes, and techniques using a range of materials, tools, and environments, and they learn to honour and respect cultural protocols. Students also develop creative ways to communicate emotions, thoughts, meanings, and concepts through the arts, and they learn to respond to knowledge and perspectives that are embedded in language, movement, memory, image, symbol, and story.”  
**Source: <https://curriculum.gov.bc.ca/curriculum/arts-education/goals-and-rationale>**

## Carisbrooke School Plan 2021-2022

### School-wide Interdisciplinary Themes in support of the **Core and Curricular Competencies**

- 'Who We Are'
- 'Sharing the Planet'

We will continue to explore these themes for a second year as they engage the Competencies and are relevant to the real world. These cross curricular themes are creative and critical thinking connections to current and historical issues. We will continue to deepen student understanding of what it means to be human and how it can inform our actions as educated citizens.

<b>Objective: <u>The Competencies</u></b>  <i>What do we wish to achieve?</i>	<ul style="list-style-type: none"> <li>• Teach for individualized understanding using critical and creative thinking skills</li> <li>• Teach, model and support student understanding and engagement by incorporating Ritchhart's work on making thinking visible</li> <li>• Teach and support the development of metacognitive or 'thinking about our thinking' skills</li> <li>• Increased diversity in learning and assessment opportunities through the Integrated Arts</li> </ul>
<b>Strategy</b>  <i>How will we achieve it?</i>	<ul style="list-style-type: none"> <li>• Beginning with the end in mind, staff will increase the breadth and depth of formative and summative assessment opportunities by including 'thinking routines'</li> <li>• Direct instruction of, guided practice with, and self-directed use of practices which make thinking visible, including 'Thinking Routines'</li> <li>• Engage the Integrated Arts to deepen the learning process through creative and critical thinking</li> <li>• Highlight the competencies in classrooms and schoolwide (morning announcements, Gotcha's, Art Studio learning walks etc.)</li> </ul>
<b>Progress Indicators</b>  <i>How will we know we have achieved it?</i>	<ul style="list-style-type: none"> <li>• Students authentically integrate use of visible thinking strategies in their own learning</li> <li>• Students use various media to support making their thinking visible as part of their communication tool kit</li> <li>• Students will begin to understand that points of view change over time as we learn more about the world</li> </ul>
<b>Pro D and Resources</b>  <i>Students, Staff, PAC, FOS</i>	<ul style="list-style-type: none"> <li>• "Making Thinking Visible" by Ron Ritchhart</li> <li>• Reading for Higher Thought</li> <li>• Mathematical Mindsets</li> <li>• Beyond Monet</li> <li>• Studio Arts projects facilitated by M. Phillips</li> </ul>
<b>Communication</b>  <i>In house, community, social, media, FOS</i>	<ul style="list-style-type: none"> <li>• Continue regular communication with families via MS Teams to share ongoing inquiry</li> <li>• Learning Conferences and Parent/Teacher Conferencing</li> <li>• Regular community letters, social media, Art Showcases</li> </ul>

## Carisbrooke School Plan 2021-2022

### Voice: Nurturing Compassion and Resilience

Continue to engage Social Emotional Learning and trauma-informed practices to foster a more compassionate school community.

<b>Objective: <u>Voice</u></b>  <i>What do we wish to achieve?</i>	<ul style="list-style-type: none"> <li>• Teach and support the development of metacognitive or 'thinking about our thinking' skills using a variety of self-reflection and self-assessment tools in support of problem-solving</li> <li>• Continue to develop self-regulation and social emotional competencies through empathy, problem solving, and emotion management skills</li> <li>• Provide students with authentic opportunities to practice these skills and engage their creative and critical thinking skills</li> <li>• Engage the Integrated Arts as a method of reflective practice</li> </ul>
<b>Strategy</b>  <i>How will we achieve it?</i>	<ul style="list-style-type: none"> <li>• Student self-reflection to support making thinking, progress in thinking and problem-solving more visible</li> <li>• Continue direct instruction of Second Step and Zones</li> <li>• Introduce Minds Up with support of counsellor</li> <li>• Staff feedback using consistent language and shared thinking routines "Does this re-mold your thinking?" to show that our understandings can change over time</li> <li>• Connect more abstract concepts to artistic representation</li> </ul>
<b>Progress Indicators</b>  <i>How will we know we have achieved it?</i>	<ul style="list-style-type: none"> <li>• Students will be better able to engage in conversations (class discussions/Circle, small group and one to one) to express their perspective as well as actively listen and respond to the perspectives of others</li> <li>• Students will be able to identify and independently use self-regulation strategies when in an emotionally escalated state</li> <li>• Students use a broader toolkit of strategies to problem-solving across the curriculum (ie: evidence of transference of Second Step skill set might be seen in Drama)</li> <li>• Students will be able to share how their thinking has changed using developmentally appropriate strategies</li> </ul>
<b>Pro D and Resources</b> <i>Students, Staff, PAC, FOS</i>	<ul style="list-style-type: none"> <li>• Continue with Zones of Regulation and Second Step</li> <li>• Inservice Minds Up as a self-regulation strategy</li> </ul>
<b>Communication</b> <i>In house, community, social, media, FOS</i>	<ul style="list-style-type: none"> <li>• Teachers continue to integrate the Second Step program as part of regular classroom routines</li> <li>• Continue Window into the Week as well as Second Step home links</li> <li>• Formal and informal Integrated Arts unit sharing</li> </ul>

## Carisbrooke School Plan 2021-2022

### “First People’s Principles of Learning” Connections

- Learning requires the exploration of one’s identity
- Learning involves recognizing the consequences of one’s actions

<p><b>Objective: <u>FPPoL</u></b></p> <p><i>What do we wish to achieve?</i></p>	<ul style="list-style-type: none"> <li>• Continue to gain confidence in incorporating the First People’s Principles of Learning and the Indigenous Worldview</li> <li>• Ensure that students are given time to process connections through increased access to the Land and the Arts</li> <li>• Increase use of visible thinking routines and the Integrated Arts to emphasize concepts around interconnectedness</li> <li>• Teach and support the development of metacognitive skills to challenge personal perspective taking</li> </ul>
<p><b>Strategy</b></p> <p><i>How will we achieve it?</i></p>	<ul style="list-style-type: none"> <li>• Incorporate a FPPoL into every learning plan and visually highlight by using the FPPoL magnets</li> <li>• Plan for more open-ended summative assessments, including artistic representation</li> <li>• Invite self-directed opportunities to demonstrate understanding by doing, showing, and/or creating.</li> <li>• Ensure space and processing time, including time outdoors, are provided to allow children to make connections to Indigenous Knowledge and Worldview in their own way</li> <li>• Teach thinking routines to diversify perspective-taking</li> </ul>
<p><b>Progress Indicators</b></p> <p><i>How will we know we have achieved it/are using the FPPoL?</i></p>	<ul style="list-style-type: none"> <li>• Increased time outdoors to learn on and from the Land</li> <li>• Student work samples reflect an increased understanding of the interconnectedness of people and the Land and how interactions impact both</li> <li>• Include learning through the Arts in support of personalized meaning-making</li> <li>• Promote and note alternate opportunities/methods for students to share their learning. Ask ‘How else can we show our understanding?’</li> </ul>
<p><b>PRO D and Resources</b></p> <p><i>Students, Staff, PAC, FOS</i></p>	<ul style="list-style-type: none"> <li>• Continue to access the support of the SD Indigenous Education team and Squamish Nation Elders</li> <li>• Outdoor ‘on the Land’ Pro-D and/or special guests</li> <li>• Continue development of outdoor learning kits</li> <li>• Virtual field trips to the Museum of Anthropology</li> </ul>
<p><b>Communication</b></p> <p><i>In house, community, social, media, FOS</i></p>	<ul style="list-style-type: none"> <li>• Continue to share what we have done and what we have ‘learned by doing’ in staff meetings</li> <li>• School community updates using newsletter format, as well as twitter and our school website</li> </ul>