

School Learning Plan

2020/2021

THE CURRENT CONTEXT

École Qayqayt Elementary school is a K-5 dual track, English and French Immersion school located in New Westminister's vibrant Downtown neighbourhood. Qayqayt has a diverse student population, an innovative and committed staff, and a dedicated parent community that work hard to create a strong learning partnership. We have 24 classrooms and over 536 students. At Qayqayt, we want all learners in our school to be caring and compassionate citizens who are inquisitive, engaged and innovative on their journey towards becoming successful contributing members in their community and world. The last two school years have been unprecedented due to the many challenges with COVID-19 and the protocols that are in place to keep students and staff safe are impacting the sense of community and connectedness within our school. Being in separate cohorts and divided breaks has impacted the sense of community with students, staff and families – for this reason, we are focusing on Social and Emotional Learning and Mental Well-Being.

From our Indigenous Principles of Learning, we recognize:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors

Learning involves patience and time

GOAL: WHAT WE HOPE TO ACHIEVE

Goal: to develop and build upon social-awareness and interpersonal skills and maintain positive relationships; this will lead to greater self-regulation and self-management skills to achieve school and life success. To build emotional resilience and well-being in our learners.

Our goal for this school year, arose due to the current COVID 19 pandemic, now more so than ever, students, staff and community need to feel safe and secure. This time has brought forth many new emotions and experiences. By focusing upon Social and Emotional Learning (**SEL**), we hope to meet/support fundamental needs which must be met in order to be successful learners.

Casel.org states: SEL is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

PLAN: THE STEPS WE WILL TAKE

Starting Points:

- Staff meeting share-outs: an opportunity for sharing of SEL resources and practices
- Explicit core competency work with a focus on SEL
- Mindful journals – for whole school
- Literature focus

Long Term:

- School wide approach as decided upon by staff
- SEL culture and climate extends even more so

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PLAN: THE STEPS WE WILL TAKE

Staff:

- To develop a school wide approach/awareness to SEL (to develop some commonalities but still allow for individuality)
- Professional development: Mind-Up, Growth Mindset, Zones of Regulation, Adrienne Gear Powerful Understanding
- Collaboration
- The Third Path by Dr. David Tranter book club
- Explore SEL resources within the Staff Portal
- Monthly learning opportunities within staff meetings
- Mindful journals

Students:

- Mindfulness activities (i.e. Mindful Mondays, yoga, Mind-Up)
- Self-reflection
- Develop student resiliency
- Consistent check-ins and reflection
- Mindful journals

SUCCESS INDICATORS

- The presence of a common approach to SEL within our school community
- To provide students with consistent opportunities to reflect on their Social & Emotional well-being, using this data to provide important feedback on how students are feeling
- Learners are able to identify and apply strategies that promote mental well-being
- Learner reflections and feedback
- MDI results

COMMUNICATION: HOW WE WILL SHARE OUR LEARNING JOURNEY WITH OUR COMMUNITY

- Monthly school newsletters
- PAC meetings
- School website
- Parent workshop
- Sharing student self-reflections