



## Building Resilient Learners School Plan 2018/19

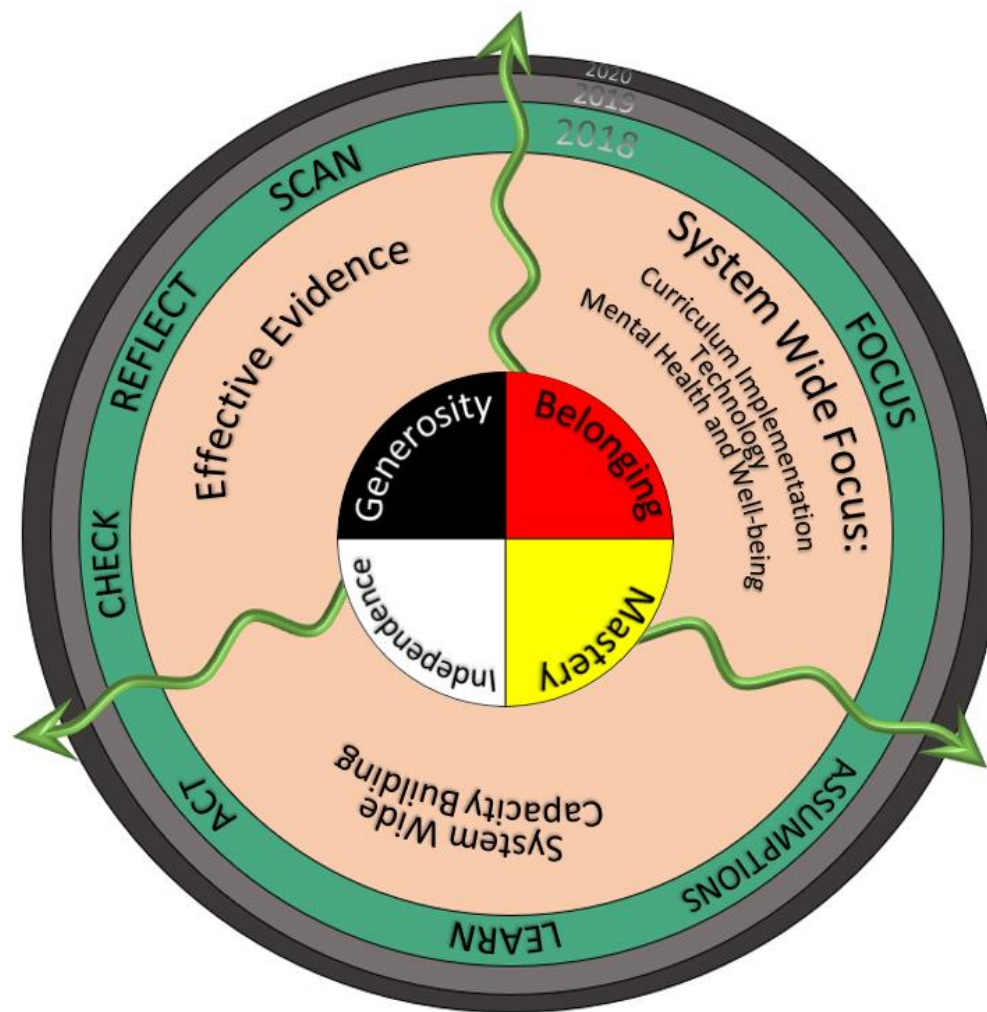
Name of School: ANAHIM LAKE ELEMENTARY JUNIOR SECONDARY \_\_\_\_\_

Please submit electronically in this format to Adrianna Durrant ([adrianna.durrant@sd27.bc.ca](mailto:adrianna.durrant@sd27.bc.ca)) and Catherine Getz ([catherine.getz@sd27.bc.ca](mailto:catherine.getz@sd27.bc.ca)) in October & June; please consult the “How to Complete the Building Resilient Learners Plan” and the “Scanning with the Circle of Courage” documents for completion details.

### **DUE DATES: October 19, 2018; June 21, 2019 (Updates and Checking and Reflection Parts)**

*The focus of our School Plan is to work together as a school community, to increase the protective factors and decrease the risk factors to build strong, capable, resilient learners. We know that the two risk factors that have been identified for the children of School District 27 are a low commitment to school and academic failure. Our schools will detail our plans, journeys and successes as we work together as a school community to address these concerns and build connections and relationships in as many creative directions as we can.*

*Please refer to the explanatory “How to Complete the Building Resilient Learners School Plan” handout for details about each section. It is intended that this document be co-created with staff and that it be facilitated through Professional Learning Communities/CI Day conversations. Please copy/paste additional inquiry boxes for each inquiry.*



### **INQUIRY (NOTE: copy/paste a new box for each inquiry)**

<b>Area of Inquiry (make choice bold):</b>	Curriculum Implementation; Technology; Mental Health and Well-being
<b>Inquiry Team Participants:</b>	Dylan Walsh, Liz Glazier, Arthur MacDonald, Janie Jack, Dianne Chamberlain, Jody Chamberlain, Lorena Solhjell.
<b>Scanning Summary:</b>	After examining the document “Scanning with the Circle of Courage”, we as a staff (above) ranked various questions (using the lens of level of concern: high, medium and low) under the umbrella of SENSE OF BELONGING/MASTERY/INDEPENDENCE/& GENEROSITY (The Circle of Courage). Using this lens we identified many concerns. From there we whittled them down to what we deemed as the most pressing and important. We also considered proposing a question that could be measurable.
<b>Overarching Inquiry Question (one of 10):</b>	What percentage of time are our students operating in an environment that fosters success and challenge for all learners?
<b>Connection: Explain how your Focus Area links to the Overarching Inquiry Question</b>	How can we increase and maximize time spent on learning? This is the underlying pursuit of our inquiry question and it directly relates to our overarching inquiry question.
<b>Focus Area (Inquiry Question):</b>	How can we create learning environments that support all our diverse learners?
<b>Focus:</b>	After having deep discussions concerning the well-being of our students during our CI day, we uncovered universal concern that not enough time was spent delivering curriculum and perhaps too much time was being spent on behavior management. We aim to increase time that we spend during our school days on learning.
<b>Assumptions:</b>	We wonder if the design of the learning environment (what, where and how we teach) will have an impact on how our students engage in learning.
<b>New Professional Learning:</b>	We will learn more about designing learning environments that support our diverse learners. That will involve learning more about our learners (strengths and interests) and how to set up learning that will support them all (focusing especially on authentic and relevant lesson and unit design).
<b>Taking Action:</b>	Determine current levels of engagement, and student perceptions of authenticity and relevance. Find and learn from information in the literature about designing authentic and relevant units and lessons. Share our experiences with each other to refine our practice.

<b>Checking (complete in June):</b>	Due to several factors, the roll out of our project was limited. One of our classroom spaces underwent a major conversion to become a non-traditional learning space. This space was equipped with specialized lighting, a diffuser, flexible seating and several areas where both learning and teaching could take place. Students were quick to comment on how much they liked the space and how much more comforting it was in comparison to a more traditional learning space. The idea behind this shift was for students to take more ownership in their learning through the increased ownership of the space they were to inhabit.
<b>Reflection (complete in June):</b>	Come September 2019 we hope to convert all classrooms in our building to be less traditional in their compositions. We believe that these “diverse” learning environments will support the diverse learners we have in our building. The students who were members of this classroom were anonymously polled in June 2019 to see how this new space impacted on their learning through self-assessment. 88% of those polled believed that the new space improved their ability to learn. Yet, in stark contrast, 66% of the same sample group did not believe that the space improved their ability to focus. The last question of the survey revealed the root of the problem in that the question read: WHAT HELPS YOU LEARN? Of those polled, more than half replied with “quiet”. Notable distractions revealed in the survey also included people talking, Fortnite, noise, the chalkboard along with the “letters on the table” (we decorated a centralized learning table with our names in graffiti-esque font). In sum and relating to our focus, behavior management will continue to be essential in making our diverse learning environments function healthily. Until we reach a time in which students can regulate themselves, these diverse learning environments must be supported by behavior management. We look forward to the day when students will be able to regulate and nourish their own thirst to learn.

For clarification, please contact Jerome Beauchamp ([jerome.beauchamp@sd27.bc.ca](mailto:jerome.beauchamp@sd27.bc.ca) or 250-392-3845), Dean Coder ([dean.coder@sd27.bc.ca](mailto:dean.coder@sd27.bc.ca) or 250-398-3810) or Silvia Dubray ([silvia.dubray@sd27.bc.ca](mailto:silvia.dubray@sd27.bc.ca) or 250-398-3851)

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*DYLAN WALSH*

PRINCIPAL SIGNATURE: