

School Learning Plan

October 2022/23

THE CURRENT CONTEXT

F.W. Howay Elementary School student population is 115 students, from kindergarten to grade 5 with six divisions. Our school is located in the Massey/Victory Heights neighbourhood in New Westminster.

The 2021-2022 school year we focused on developing a more collaborative model of support on our structure of support from non-enrolling teachers and support staff (i.e. Learning Support Teacher, ELL teacher, Teacher Librarian, Education Assistants, Child and Youth Care Worker, Indigenous Support Worker and Counsellor) and to develop a more focussed collaborative model of dialogue. An important part of continuing to work on developing our collaborative model of support, our staff will be focusing on learning opportunities that involve our whole school community and individual classroom experiences through outdoor learning in the 2022/2023 school year.

Developing a sense of community and connectedness have become a high priority to build and support initiatives with social emotional learning (SEL) and student/staff well-being, as well as connecting our learning and experiences with the First Peoples Principles of Learning.

OBJECTIVE: WHAT WE HOPE TO ACHIEVE

Place-based Learning

By exploring, restoring, and “re-storying” connections to nature and neighbourhoods, students become reintegrated into their communities and revitalized, “they become part of the community rather than a passive observer of it” – Sobel, David (2004) Place-based Education Connecting Classrooms and Communities. The Orion Society. In Get Outdoors, p. 23

Students, staff and parents will feel more connected to our outdoor spaces and to each other and demonstrate a sense of curiosity and wonder for our community park spaces and nature.

DESIGN: HOW WE PLAN TO MEET OUR OBJECTIVE

Action Plan

Professional Development

- “Wild Schools” program and school facilitator
- John Muir Laws – Nature Journal Connection

Collaboration

- Instructional Leader Role focused on SLP
- School collaboration days focused on SLP
- Staff meetings focussed on SLP
- Innovation Grant and Climate Action Grant (connected to SLP)

Resources and Learning Tools

- Picture books focussed on community, nature, and math learning outdoors

Timeline

August/September

- Planning and organizing school wide activities and purchasing materials
- Planning field trips and in class presentations, applying for grants to support school learning plan
- Pro-D and collaboration for staff focussed on our school learning plan

October

- Oct. 14 – First whole school field trip to Hume Park and Brunette River
- Oct. 14 – First day of nature journals
- Start Exchange Boxes
- Climate Action grant to support our outdoor learning space (courtyard)

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- Nature journals for whole school
- First Peoples Principles of Learning
- Indigenous place cards focused on local plants and connections to nature
- Enhancing our outdoor learning area
- Bulbs4Kids

Whole School and classroom Activities

- Field trips and local walking field trips and school presentations (“Go Grants” to support extra field trips)
- Weekly outdoor learning activities
- Assemblies and buddy activities
- Community garden (focused on pollinator plants)
- Artist in residence program – Bea Martin
- Curiosity, Creativity & Beyond – Nature Journaling projects for curious and creative minds – Bea Martin
- “Exchange Boxes” – Div. 4 and 5 (connecting to other communities in the province)
- Community map of local areas we can share with in our school and with our families

October to June

- Goal: Each division will participate in a minimum of one outdoor learning activity per week

November

- School assembly to celebrate and share learning
- Fraser River Discovery Center (Div. 1,2, 3) – Lets design a cleaner city

December

- Fraser River Discovery Center – All Grade K-2 – Welcomed by the Water

February

- three-way conferences at school

March

- Fraser River Discover Center – Living Dinosaurs: White Sturgeon - presentation (whole school)

April

- School assembly to celebrate and share learning

May/June

- Whole School Field Trip to Hume Park/ Brunette River of other local area

SUCCESS INDICATORS: HOW WE WILL KNOW THAT OUR ACTIONS ARE HAVING THE DESIRED IMPACT

Key Results

Students, staff and parents will feel more connected to our outdoor spaces and to each other and demonstrate a sense of curiosity and wonder for our community and nature.

Students will develop curiosity - using questions (I wonders statements), observations to represent learning (detailed pictures and drawings)

- Nature Journals
 - o Weekly journaling (Starting first week of October) will be a focus to demonstrate growth and share learning

Students, staff and parents will develop connectedness to our community through outdoor learning

- Whole school community activities (field trips, assemblies, events)
 - o 2 – 3 assemblies focused on SLP to share experiences and learn from each other
 - o 2-3 field trips to local areas (Hume Park/Brunette River, visit to beach area or ocean area)
 - o Buddy activities within our school (multi age groupings)
- Mapping our outdoor experiences through pictures

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- Division folders in share drive to capture learning in action (monthly pics)
- Local community map of green space for school and families to visit (connecting our experiences)

Students staff and parents will share experiences and collaborate on learning

- February conferences with families would reflect personal strengths and growth from beginning of year
- Purposeful focused buddy activities that enhance connectedness with each other

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

- Updates to parents through email and PAC meetings
- “A Good Thing Happened Today” – bulletins to parents and staff
- “Book of the week” – Ms. Phelan’s recommended books focussed on our SLP (at front entrance for students, staff and parents)
- Bulletin board (map of community and pictures connecting to our nature journals) and website
- Parent/teacher and 3-way conferences
- Staff meetings and collaboration times
- 2-3 school wide assemblies celebrating our learning
- Weekly school “Morning Show” for whole school (“Student Voice” segment featuring student’s nature journal writing and reflections)
- Community map featuring places we have been in our community