

# FW Howay School Learning Plan

## October 2024/25



### THE CURRENT CONTEXT

F.W. Howay Community School (K-5) in SD No. 40 (New Westminster) is a small but vibrant, community-centered school that is the heart of the neighborhood. Staff are dedicated to best practices in literacy, numeracy, and empathetic student support, ensuring all learners feel seen and valued. Through outdoor education, we nurture creativity, inclusivity, and a sense of stewardship for the land and diverse cultures. Our students and parents are excited by the learning, the thinking, and the strong community spirit that thrives here.

### OBJECTIVE: WHAT WE HOPE TO ACHIEVE

Our goal is to enrich students' learning experiences through outdoor education, rooted **place-based education**. This approach provides hands-on, experiential connections to nature, fostering **care and stewardship for the land** while promoting the development of **core competencies** across all curriculum areas. Outdoor learning addresses multiple aspects of students' personal, academic, and social growth in a holistic way.

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| <ul style="list-style-type: none"> <li>• Connected to Nature and Place</li> <li>• Supports all learners</li> </ul> | <ul style="list-style-type: none"> <li>• Core competency development</li> <li>• Cross-Curricular integration</li> </ul> | <ul style="list-style-type: none"> <li>• Promoting well-being and mental health</li> <li>• Encouraging stewardship and responsibility</li> </ul> |
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### DESIGN: HOW WE PLAN TO MEET OUR OBJECTIVE

<p><b>Action Plan</b></p> <ol style="list-style-type: none"> <li><b>Nature Journals:</b> Students will document their outdoor experiences, developing observation skills and personal connections to the environment.</li> <li><b>Cross-Curricular Outdoor Learning:</b> Opportunities will be created for all subjects—math, literacy, science, art, etc.—to foster hands-on learning.</li> <li><b>Buddies Program:</b> Pairing older and younger students will promote collaboration, mentoring, and community building.</li> <li><b>Gardening:</b> Students will participate in maintaining the school garden, learning about local native plants and their significance in Indigenous culture.</li> <li><b>Teacher Collaboration:</b> Teachers will share resources and ideas for outdoor lessons to enrich learning.</li> <li><b>Local Native Plants:</b> Lessons on local Indigenous plants will deepen students' connection to the land and First Peoples' knowledge.</li> <li><b>Snapshots of Learning:</b> Teachers will document student engagement in outdoor learning to celebrate achievements.</li> <li><b>Commitment to Outdoor Learning:</b> The school will ensure regular, year-round opportunities for students to explore and engage with nature.</li> </ol>	<p><b>Timeline</b></p> <p><b>August:</b> Summer Pro D on native plants</p> <p><b>October:</b> Outdoor learning sessions with Lauren MacLean</p> <p><b>October:</b> Nature Journal &amp; Self-Assessment baselines</p> <p><b>December:</b> Nature Journal &amp; Self-Assessment</p> <p><b>January – April:</b> Salmonoid Program</p> <p><b>February:</b> Garden planning</p> <p><b>March- June:</b> Spuds in Tubs</p> <p><b>March:</b> Nature Journal &amp; Self-Assessment</p> <p><b>April:</b> Pro D Session on native plants</p> <p><b>April - June:</b> Gardening cycle</p> <p><b>June:</b> Nature Journal &amp; Self-Assessment</p>
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### SUCCESS INDICATORS: HOW WE WILL KNOW THAT OUR ACTIONS ARE HAVING THE DESIRED IMPACT

- We will use both **qualitative** and **quantitative** methods to assess the impact of outdoor learning, focusing on skill development, engagement, and personal growth:
1. **Respect for the School Garden:** Students will demonstrate care and responsibility in maintaining the garden.
  2. **Increased Engagement:** Enthusiasm and participation in outdoor activities across subjects will rise.
  3. **Self-Reflections:** Regular self-reflections will show students' growth in connection with the environment.
  4. **Student Feedback:** Surveys will reveal a positive shift in attitudes toward outdoor learning and nature.
  5. **Nature Journals:** Teachers will assess students' observational and reflective skills through their journal entries.
  6. **Cross-Curricular Connections:** Evidence of integrated learning across subjects will highlight the impact of outdoor experiences.

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

Involving families will create a stronger school-community connection, enhancing student learning and promoting environmental stewardship:

1. Outdoor Learning Showcase: students will share examples of their learning such as: nature observations, projects, or artwork inspired by outdoor activities.
2. Outdoor Learning Activities during Student Led Conferences.
3. Take-Home Nature Journals: Encourage continued outdoor learning at home, fostering family involvement.
4. Family Feedback: Gather input on how outdoor learning is impacting their child's enthusiasm and learning.
5. Photo and Video Sharing: Share updates on outdoor activities with families via Hawk Talk and at PAC meeting
6. Seasonal Celebration in April (Earth Day) celebrates outdoor learning.