

What We Believe About Learning (PRACTICE)

| | Learning Principles | When learning . . . | Instructional leaders (teachers, parents, administrators, community, etc) will . . . |
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| P ersonal | Learning happens in different ways and at different rates for each student. | <p>I am comfortable, but challenged.</p> <p>I have choice and voice in the ways I learn so I am able to demonstrate my learning in a variety of ways.</p> <p>I can recognize that learning happens everywhere and anytime.</p> <p>I know that my learning pace is respected.</p> | <p>honour students where they are at.</p> <p>focus on growth and recognition that all students can and will learn with different levels of support.</p> <p>recognize that learning happens everywhere and anytime.</p> <p>support learning through a variety of instructional strategies.</p> <p>provide opportunities for students to demonstrate their learning in a variety of ways.</p> |
| R eflective | Learning is a process that involves ongoing reflection and change. | <p>I understand the process of self-assessment and how to establish goals for the future.</p> <p>I am involved in creating and using criteria for my work.</p> <p>I understand what is expected of me and how to measure my performance.</p> <p>I know where to get help to achieve my goals.</p> <p>I have time to consider and respond to the feedback I receive.</p> <p>I have time to reflect and apply my reflections.</p> | <p>communicate clear expectations and criteria.</p> <p>provide feedback to learners throughout the learning cycle and provide time for students to consider and respond.</p> <p>provide time and guidance for reflection.</p> <p>involve students in co-creating criteria.</p> <p>value, honour and involve students in on-going formative assessment.</p> <p>use questioning to prompt thinking and learning.</p> |
| A daptive | Learning involves acquiring and applying knowledge and skills in different situations. | <p>I apply my knowledge and skills in multiple settings and situations.</p> <p>I use my knowledge and skills to solve diverse problems.</p> <p>I see that the things I have learned in school can be used outside of school.</p> | <p>actively encourage cross-curricular connections.</p> <p>help students make connections that extend beyond the classroom.</p> <p>support students' ability to apply and transfer their learning in multiple situations.</p> |
| C hallenging | Learning is challenging; it requires consistent and applied effort building on prior knowledge. | <p>I know what is expected of me and I work to achieve it.</p> <p>I apply prior knowledge to current learning.</p> <p>I find ways to solve problems that I encounter.</p> | <p>encourage students to become self-reliant and resilient learners.</p> <p>teach and model the value of consistent effort.</p> <p>help students understand that failure is part of the learning process and is an opportunity for growth.</p> <p>find out what students already know and help them apply prior knowledge to new situations.</p> |
| T eam | Learning is a team effort. | <p>I am supported by my family, school, peers, and community.</p> <p>I can identify at least two adults at my school who believe in my success.</p> | <p>actively include the student, his/her family, school, peers, and community in the learning process.</p> <p>facilitate ongoing communication between all members of the learning team.</p> |
| I nspiring | Learners are inspired when they feel secure and valued. | <p>my voice is heard and my opinions are honoured.</p> <p>my emotions are considered and respected.</p> | <p>offer time to build community in the classroom.</p> <p>model positive communication and ways to build connections with people.</p> |
| C onnections | Learning focuses on the whole child, is experiential, and built on relationships; inspiring connections across curriculum and communities. | <p>I understand my learning goes beyond the school environment.</p> <p>I am learning all the time and everywhere.</p> | <p>provide learning opportunities within and outside the school environment.</p> <p>make connections across curricula.</p> |
| E ngaging | Learning is active and social. | <p>I am involved in all aspects of my learning.</p> <p>I collaborate with others to share learning.</p> <p>I learn from and with others.</p> <p>I choose strategies, manipulatives and/or tools to support my learning.</p> | <p>embed the Core Competencies (communication, thinking, and personal and social) in lessons.</p> <p>support the development of social-emotional learning.</p> <p>value collective knowledge and understanding.</p> <p>cultivate curiosity.</p> <p>model and engage in collaborative inquiry.</p> |

What We Believe About Communicating Student Learning

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| Communicating Student Learning | <p>Vision</p> <p>Communicating learning is done in a variety of ways and is from an appreciative point of view. It is an ongoing and collaborative process to provide a clear and accurate picture of each student's learning journey at that moment in time.</p> <p>Guiding Principles of Communicating Student Learning</p> <ul style="list-style-type: none"> • Communication centers on each student as an individual - not one size fits all. • Communication is ongoing and fluid. • Communication involves all partners in the learning process. • Communication reflects where each student is, at a particular time in their learning journey. • Communication is viewed through an appreciative lens and reflects individual growth. • Communication is used to inform future learning activities and next steps. |
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