

Student Learning Plan – Guiding Questions

FOCUS AREA(S)

INSTRUCTIONAL PRACTICE

EVIDENCE OF STUDENT LEARNING

SUCCESS CRITERIA

LEARNING GOALS & OUTCOMES

- What coordinated sequence of actions will you undertake to achieve your goal?
- What actions will help form positive relationships with students and help create classrooms that are safe, affirmative, and student-centered?
- What actions will staff take to contribute to building a culture that emphasizes trust, connection, and support?
- What interventions and range of strategies will educators use to ensure that all children and youth have access to the curriculum?
- What actions will support adults in the school in cultivating social, emotional, and cultural competence (in other words, the essential ingredient to improving students' learning)?
- What aspects of professional practice must be refined in order to help those students who are most at risk? What actions will you take?

- What instructional practices support students' holistic growth – mind, body and heart?
- What strategies will be employed to emphasize higher order thinking skills, an inquiry approach, and student ownership over learning?
- What instructional practices are essential to the achievement of students' core and curricular competencies?
- What practices are essential for an equitable classroom environment and teacher and student resilience?
- What must each child and youth receive to be successful in school?
- What identity affirming strategies will help create a healthy community of learning?
- What experiences and stories of historically marginalized groups will be integrated into and centralized in the curriculum?

- What evidence will demonstrate that every child is engaged with their learning and participating?
- What evidence will demonstrate that every student is successful in class?
- What evidence will demonstrate that students are taking ownership of their learning?
- What evidence will demonstrate that students are being metacognitive about their learning and learning how to learn?
- What evidence will demonstrate that students are using their real-life experiences to help them connect with and make meaning of in-school learning?
- What evidence will demonstrate student agency, autonomy, and voice?
- What evidence will demonstrate that students are processing information using methods from oral traditions?

- What visible signs will demonstrate that your goal has been met? What will success look like?
- How will you know when your learning goal has been met? What specific characteristics or qualities will you see/hear?
- What impact will the educators' actions have on student learning? What will students gain (skills, abilities, knowledge, thoughts, feelings, a sense of belong, a sense of potential)?
- What indicators of equity will reveal the impact the school has had on students? What habits and behaviours will demonstrate the following?
 - Trusting relationships
 - Self-Reflection
 - Growth Mindset
 - Perseverance
 - Community
 - Collaboration

- Based on evidence of your students' learning, what is essential for their social, emotional and academic success? What will help your learners know that they matter, that they are cared for, and that they belong?
- What impact do you want to have on your students' learning? What core competencies do students need to develop to move their learning forward? What students are you focusing on to ensure equity and proficiency of core and curricular competencies? Why these students?

EQUITY AND LEARNING BY DESIGN

LEARNING – Learning is relational and inclusive. Every child and youth receive what they need to develop their full academic and social potential. The learning expectations are high and appropriate for all students. Educators are sensitive and responsive to individual and group differences.

STRUCTURES – Structures are designed with intention. They are learner-centered, social and encourage the learner's active engagement. Educators design learning environments that are affirming of diverse learners' identities & abilities. Structures are established to engage in student-focused conversations with emphasis on knowing & understanding individual students.

TOOLS – Digital and non-digital tools and resources reduce barriers to learning; promote equitable access; take into consideration the interests of students; and deepen knowledge and understanding of Indigenous history, traditions and culture.