

St. James Collegiate Goal Planning For 2021-2022: Citizenship & Well-Being

Step 1 Identify Action Arena	Step 2 Broad Outcome	Step 3 Desired student products and performance	Step 4 Required student knowledge, skills and dispositions	Step 5 Desired teaching products and performances	Step 6 Required teacher knowledge and dispositions	Step 7 Desired team product and performances	Step 8 Required team Knowledge, skills and dispositions
<p>To help all students recognize the benefits of developing personal wellness, citizenship, character and school connectedness.</p>	<p>Student will develop their skills of citizenship and personal self-management to facilitate positive mental health, compassion for others, (school/life) balance and personal/academic resilience/success.</p>	<p>Students will build personal connections, participate in the school community and think like global citizens.</p> <p>Students will recognize/engage in proactive interventions towards positive mental health. Students will gain strategies to increase knowledge of personal wellness and resiliency.</p> <p>As a result of more connectedness and engagement, classroom performance will improve, student drop-out rates will decrease, and our Indigenous and at-risk students' graduation percentages will increase.</p>	<p>Students will:</p> <p>Develop a sense of pride and celebrate in their individual and cultural identities. (i.e. Cultural chaos)</p> <p>Develop an understanding of how each person's actions impact self, others, the community, and the environment.</p> <p>Learn to respect their own and others' ways of thinking.</p> <p>Demonstrate self-regulation and responsibility for learning. Learners will develop increased independence for how they approach learning, making choices about their work and monitoring progress.</p> <p>Show an interest in actively engaging with the world and the problems it faces and to help improve social justice and global sustainability.</p> <p>Work through challenges (academic, social, emotional) and deal with the setbacks or negative feedback without losing overall momentum.</p> <p>Use critical thinking skills, time management skills and technology skills to navigate today's world of remote learning / communication.</p> <p>Employ mindfulness strategies to pause, reflect and refocus.</p> <p>Become actively engaged in critical thinking, research, problem solving, design and inquiry, to access knowledge and deepen understandings of learning outcomes.</p>	<p>Teachers will:</p> <p>Conduct daily check-in's and/or "morning meetings" in the first 5-10 minutes of their Period 1 classes every day to strengthen connections with students.</p> <p>Have healthy snack bins available for students in each teacher's classroom.</p> <p>Work collaboratively with the Peaceful Village Team Leader to support newcomer students and others who may be attending the after-school program.</p> <p>Design instruction and promote extra-curricular activities that encourage students to act and think like community/global citizens.</p> <p>Design instruction that considers global issues based on deepening understanding of diverse values and worldviews.</p> <p>Develop and create a list of community partnerships and invite presenters who can provide wellness strategies for our students.</p> <p>Seek out Family of Schools opportunities for our students to participate as responsible leaders/role models in our community. Develop a stronger collaborative relationship with GWMS students (i.e. tutoring, coaching, refereeing, literacy and numeracy development)</p> <p>Students in higher level courses will do more outreach with our feeder schools/families of schools (science days, Brooklands literacy, science fairs, etc.)</p> <p>Invite all students to participate in Sources of Strength.</p>	<p>Teachers will:</p> <p>Seek out PD and/or engage in departmental discussion that will assist them in developing universal design, empathy & real-world problems /applications into their instruction. (Ex: Treaty Education, Trauma Affected Brain, Trauma Informed Practices, Mindfulness Strategies, Resiliency Skills)</p> <p>Encourage and facilitate discussions around empathy, tenacity, perseverance and resilience in both the classroom and extra-curricular setting.</p> <p>Learn more about the Sources of Strength program.</p>	<p>Our Team Will:</p> <p>Identify students that are lacking positive connections in the building and develop an action plan to meet their individual needs.</p> <p>Celebrate student learning and personal growth in an authentic way that will encourage continuous personal learning. (Celebrations of Success, U-Turn Awards, Classroom recognition, school website, school social media) Revisit criteria for these awards so that more kids are being recognized</p> <p>Continue to explore PD sessions, seek out presenters who can help the team to feel more confident/develop skills in how to promote wellness and resiliency and how it can be utilized with students.</p> <p>Plan a Grade 9 team building activity called the Jimmie Jamboree which will help new students identify with what it means to be a "Jimmie" and make early connections with their peers, staff and school.</p> <p>Utilize school log entries on peer interactions periodically as information for planning responsively or to provide necessary interventions.</p>	<p>Our Team Believes:</p> <p>Creating a safe and inclusive environment is a critical element of our school culture.</p> <p>That a growth mindset can be a beneficial tool for both staff and students.</p> <p>Developing compassion, empathy and concern for others in our students is important because we value the "whole child".</p> <p>That we require a team understanding of what Treaty Education is and can look like across all content areas.</p>

