

The Ethos, Attributes and Practice of a Living School

Values and Vision: School community members are committed to:			
	This is one of our strengths! (give examples)	This is an area we want to grow	Possible next steps (How we will grow)
<ul style="list-style-type: none"> Engaging with the world 	<p>Be the Change group involved in WE schools local and global causes. Grade 3 class connects with outside world through twitter account and Instagram account. Grade 3 takes part in Global Read Aloud (October), Global Cardboard Challenge (October), and Global School Day of Play (February).</p>	<p>I would like to see us do more school-wide awareness raising.</p>	<p>In the spring of 2018, our group would like to get involved in the walk for water and bring that to the entire school.</p>
<ul style="list-style-type: none"> Developing an expanding cultural awareness of other's world views including indigenous knowledge and world views 	<p>AAA committee well established. Five staff members have done treaty training with the treaty commission. Shared "When We Were Alone" with entire school in preparation of orange shirt day. Celebrated Orange Shirt Day school-wide. Have a AAA support EA to work with identified students. Two school years ago we had a cultural night where we celebrated the major cultures in our school - after a family cultural heritage survey.</p>	<p>Establish use of treaty kit materials in classrooms. Currently we have three kits in the buildings and it's not known how much they are being used. Bring in groups from other cultures to share customs and knowledge with students. Focus on cultures that are prevalent in our school (Indigenous, Phillipino, German, Ukrainian)</p>	<p>Bringing in the divisional tepee in February to share teachings with the student population. Possible beading club with younger students, led by Indigenous parent from community. Have another cultural evening.</p>
<ul style="list-style-type: none"> Demonstrating concern for 	<p>Grade 3 classroom has a</p>	<p>School-wide composting?</p>	<p>Connect to neighbourhood</p>

<p>the living world</p>	<p>Little Green Thumbs garden. Produce is grown. Worms are used in a vermicomposter. Classroom is collecting compost.</p>	<p>School-wide vermicomposters? Expand to outside gardens. Grow green space in school yard.</p>	<p>church with community garden boxes to bring in community members - especially apartment dwellers! - to grow their own food. Start an after school garden club in the spring.</p>
<ul style="list-style-type: none"> Developing a compassion for people and all living things as well as the skills to address positive change 	<p>Be the Change club is starting that. Growing the club will take time, but a small core of great kids that want to make a difference and want to share with the others in the school.</p>	<p>Expand education from the club to the school. Help to show all students to look outside of themselves and see the entire world as a community.</p>	<p>Begin with using the WE Schools kit for education of our group that can expand into education of the school. Talk to principal about having the Be the Change club go to classrooms to teach compassion.</p>
<ul style="list-style-type: none"> The health and well-being of students, staff, the wider community, and natural environment 	<p>Staff share weekly treat days - part of well-being. I don't think we are very good at this!</p>	<p>We could establish a wellness committee to look at things that improve the health and well-being of our school. Talk about Active Start, or whole school wellness activities.</p>	<p>Talk to Behaviour committee about a wellness sub-committee. If we focus on wellness of staff and students, behavior will follow. Celebrate Global School Day of Play school-wide instead of just in one classroom.</p>
<ul style="list-style-type: none"> A solution-focused growth mindset when facing challenges and opportunities 	<p>Some of our teachers are offering this in our classrooms. Teaching with true inquiry, demonstrating to students that challenges come to all of us.</p>	<p>Students need to learn that teachers are fallible and that we don't know everything. Showing students we can learn together and respecting students' specialized knowledge.</p>	<p>Two of our classrooms are planning genius hour activities. Expanding this to the entire school would be great.</p>
<p>Leadership: Organizational and governance structures are characterized by:</p>			
	<p>This is one of our strengths! (give examples)</p>	<p>This is an area we want to grow</p>	<p>Possible next steps (How we will grow)</p>

<ul style="list-style-type: none"> Ensuring teachers, students have voice and agency 	<p>Our principal seems to be the type to listen to what teachers have to say about things going on in the school. Though I do think that currently morale is lower than it has been. Students are mostly heard, though I think there are areas for improvement here.</p>	<p>I think that our intention is there to give students a voice and some staff certainly appear to have a voice. However, this isn't formal or established.</p>	<p>Perhaps establish a student leadership committee to hear student issues and present them to staff. Perhaps a student representative having a voice at staff meetings - not actually attending (though that might be great!) but at least putting forward a report to the staff.</p>
<ul style="list-style-type: none"> Developing strong relationships with parents and community 	<p>I think we are very good at this! We have a strong, though small, parent council who work with our staff to provide activities for students outside of school and do fundraisers for our school. They recognize that teachers spend a lot of their own time and money on their classroom and provide money to each teacher every year to spend how they see fit in their classroom. We have a volunteer base of almost 100 volunteers (in a school with a student population of around 110) from two neighbourhood churches who run our breakfast club, do an after school reading club, read with students during the school day, volunteer in classrooms as requested, etc.</p>	<p>I'd love to see our breakfast club expand from three days a week to five. I'd love to see more volunteers in classrooms on a regular basis. With shrinking funding to the schools, we have classrooms that have little to no EA support. Many of our volunteers are retirees who have former connections to education. They are already trained in reading with students for our reading club. There are many classroom tasks they would be amazing to help with.</p>	<p>We need to continue to find ways to nurture our volunteer relationships with the churches, to keep them involved in our students lives. Many of the students do not have grandparents living in this country and the retirees who volunteer in our school can fulfill the role of elders in the children's lives.</p>
<ul style="list-style-type: none"> Creating authentic opportunities for 	<p>Our staff is always provided with information on</p>	<p>It would be great to see if some opportunities could be</p>	<p>Talk to the academic committee about plans for</p>

<p>professional development of teachers for transformative learning</p>	<p>professional development that interests them. It is rare to be denied an opportunity as it comes up.</p>	<p>brought into our school for a PD day so that all staff could take part in the same professional learning.</p>	<p>school-wide professional development and availability of transformative learning for teachers.</p>
<ul style="list-style-type: none"> • Cultivating an ethos of inclusion and diversity 	<p>Given our multicultural make up of our school, I think we do a pretty decent job of this. However, we do have a less than diverse staff make up - I believe all our teaching staff are from a white European background.</p>	<p>Staff could be provided with learning opportunities on inclusion and diversity. Having a multi-cultural event at school to celebrate our different cultures. Bringing in different speakers or even having students present to the school their backgrounds.</p>	<p>Talk to parent council about having another cultural event like we had in 2016. Celebrating our diversity in an evening of sharing activities and foods.</p>
<ul style="list-style-type: none"> • Explicit support for sustainability education and well-being 	<p>We are moving into this direction with the establishment of a student leadership team at the school. Garden. Recycling program. Composting program.</p>	<p>Whole school wellness events. Active start? School-wide composting?</p>	<p>We are establishing a grade 5 student leadership team. It is growing out of our Be the Change club. They will run our composting and recycling programs. They will be peacekeepers on the playground, helping with conflict resolution for younger students. They will be instrumental in starting school-wide wellness activities.</p>
<ul style="list-style-type: none"> • Encouraging risk taking to explore new ways of living, learning, and working 	<p>Our grade 3 class will be doing Genius Hour this year. Though the students will choose what they are researching/presenting, they will be encouraged to take risks. They also are embarking on the cardboard challenge where they are designing and building a game or a toy.</p>	<p>Expanding these risk taking activities (cardboard design challenge, genius hour) beyond a single classroom.</p>	<p>Connect with another classroom in the school to do one of these risk-taking explorations. Eventually expand to more classrooms within the school.</p>

Teaching and Learning: Pedagogical practices are influenced by:			
	This is one of our strengths! (give examples)	This is an area we want to grow	Possible next steps (How we will grow)
<ul style="list-style-type: none"> • Collaborative processes 	<p>Because we are a small school (six classrooms) we tend to be collaborative in planning and teaching. At the very least, we consult one another for ideas, suggestions, tweaking of activity plans, or even just "hey I'm doing this do you want to join?"</p>	<p>I think collaborative planning of activities would be beneficial to all staff and students. If we taught in a block - all classrooms teaching math for instance at the same time - we might be able to move students around to their level of expertise and challenge some of our students a little more.</p>	<p>Talk about establishing one area for collaboration between colleagues. Offer time for co-teaching, and not just for the teacher librarian but between other teachers as well.</p>
<ul style="list-style-type: none"> • A holistic view of teaching and learning 			<p>Work with staff to see how we can develop this view.</p>
<ul style="list-style-type: none"> • A commitment to inquiry based strategies and actions to affect real world change 			<p>Work with staff and students to see how we can develop this area.</p>
<ul style="list-style-type: none"> • A spirit of inclusion, student-centred and differentiated learning 	<p>Individual education plans made and followed. Diverse entry points to learning depending on each student's needs.</p>	<p>More inclusive learning in classrooms and a recognition of students that need an alternative way to learn.</p>	<p>Continue to develop learning experiences that have a variety of entry points. Provide staff with PD on inclusion and student-centred learning.</p>
<ul style="list-style-type: none"> • The development of creativity and creating a climate for risk taking and student agency 		<p>Expand some of the activities happening in one classroom to the wider school.</p>	<p>Start small - expand the cardboard challenge design project to the entire school. This only gives up a day or two of teaching time and</p>

			gives the kids an opportunity to take risks in a safe environment. After that is successful, expand into school-wide genius hour projects.
<ul style="list-style-type: none"> Modeling healthy, sustainable lifestyles 	We have a classroom that does composting. We are re-establishing our school-wide recycling project.	We need to increase our school-wide efforts and move from single classroom involvement to a school-wide involvement	Active start. School-wide wellness breaks. Yoga club. Gardening club.
<ul style="list-style-type: none"> Authentic assessment of and for learning practices 	Many of our staff have excellent assessment of and for student learning.	Share our assessment practices at a PD session.	Search for more PD opportunities to expand this area.
Nature and Place-Based Orientation: School reflects a deep commitment to:			
	This is one of our strengths! (give examples)	This is an area we want to grow	Possible next steps (How we will grow)
<ul style="list-style-type: none"> Using natural, social and built environments, including the school envelope to foster learning 	Outdoor classroom. Grade 3 garden.	Community/School garden. Art therapy? Quiet/meditation space.	Establish staff group that want to pursue these goals.
<ul style="list-style-type: none"> Incorporating outdoor teaching and learning relative to the location of the school 	Phys Ed classes outside in reasonable weather. Phys Ed has snowshoes, skating, etc for winter as well.	Community garden. Expansion of school green space/outdoor classroom.	Take staff on a community exploration to see the potential. Sherwood Park, Northeast Pioneers Greenway.
<ul style="list-style-type: none"> Developing ecological literacy of students and teachers 	Grade 3 gardening program, where our food comes from.	Expand the learning school-wide. Provide eco-learning experiences.	Talk to staff interested in pursuing these goals.
<ul style="list-style-type: none"> Incorporating use of furniture, light, classroom sustainably to enhance well-being 	Establishment of an all gender washroom in the building for use by students, staff and visitors.	Better lighting in learning areas. Softer furniture in classrooms. Flexible seating?	Doing this on little to no budget!

<ul style="list-style-type: none"> Developing strong ties to community and commitment to active global citizenship 	<p>Volunteer connection with two neighbourhood churches.</p>	<p>Establishing community garden program with church next door (they have the facilities already!). Expand recycling and composting program to include community.</p>	<p>Parent council education workshops? Learning fair celebrations during the year.</p>
<p>Health and Well-Being: School community demonstrates principles and practices that are designed to:</p>			
	<p>This is one of our strengths! (give examples)</p>	<p>This is an area we want to grow</p>	<p>Possible next steps (How we will grow)</p>
<ul style="list-style-type: none"> Develop emotional, physical, and spiritual well-being of students and teachers 	<p>Some staff did mindfulness workshop. Grade 3 mindfulness activities in health class.</p>	<p>Yoga club for students/staff. Mindfulness/meditation practices.</p>	<p>Develop mindfulness curriculum school-wide. Share ideas with staff members.</p>
<ul style="list-style-type: none"> Support the principles of health-promoting schools 			<p>Taking this document to staff and seeing their thoughts on it.</p>
<ul style="list-style-type: none"> Explicitly explore the links between human health and the natural world 			<p>Nature walk with staff? Indigenous speaker to talk about human connection with natural world?</p>
<ul style="list-style-type: none"> Explores the relationship between sustainability, happiness, and well-being 	<p>Grade three morning meeting and mindfulness activities.</p>	<p>Establish these sort of activities school-wide.</p>	<p>Start mindfulness sub-committee to work on offering these lessons to entire school.</p>
<ul style="list-style-type: none"> Support positive communication in the classroom, at school and in the wider community 	<p>School-wide behavior expectations focus on positive and are used in every classroom.</p>	<p>Work on using common language within the school.</p>	<p>Bring in Martin Brokenleg's work for staff PD. Share the circle of courage.</p>

Completed by (name of educator or school): Erin Thomas, Sherwood School

Grades (elementary, middle school, high school): K-5

Comments: Difficult to complete on my own. Would be good to have a school committee to work on this document.