

# What We Believe About Learning (PRACTICE)

	Learning Principles	When learning . . .	Instructional leaders (teachers, parents, administrators, community, etc) will . . .
<b>P</b> 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>
<b>R</b> 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>
<b>A</b> 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>
<b>C</b> 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>
<b>T</b> 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>
<b>I</b> 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>
<b>C</b> 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>
<b>E</b> 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

### Communicating Student Learning

#### Vision

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.

#### Guiding Principles of Communicating Student Learning

- 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.