



LIVING SCHOOLS SYMPOSIUM REPORT

4TH BINATIONAL FORUM SUSTAINABLE CAMPUSES
DAWSON COLLEGE, MONTREAL, QUEBEC, CANADA

APRIL 19TH, 2018

SUBMITTED BY: SEAN MURRAY - PARTICIPANT

Living Campus



MESSAGE FROM DAWSON'S SUSTAINABILITY COORDINATOR

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Increased teacher and student stress levels are being identified at all levels of the educational system. Global ecosystems are stressed as well. Educational institutions have a responsibility to identify methods to reduce this trend and model positive change. Developing real-world activities that are restorative, build resilience, and provide hope for a positive future is just part of the Living School initiative that is labelled Living Campus at Dawson College.

Living Campus is a platform that adopts learning approaches that break down traditional classroom structures and uses the entire campus as a learning laboratory where our community of students and staff participate in high-impact experiences. Guided by sustainability principles, our Living Campus promotes authentic, integrative learning. "Classrooms" of our Living Campus allow students to *live the learning* and become the change-makers and problem-solvers of the future.

The first Living Schools Symposium aimed to expand upon Living School attributes developed by Dr. Catherine O'Brien and Dr. Patrick Howard. Its goal was to rapidly transfer this available knowledge into action and share best practices. We learned that Cookshire Elementary students and staff, in the town of Cookshire, Quebec, have joined hands and jumped into an exciting future that reconnects people, community and Nature! We have much more to learn from all of our guests at the symposium and the future students and staff that will help transform Living Schools into a movement!

SUSTAINABILITY COORDINATOR, DAWSON COLLEGE

Chris Adam



ABOUT SUSTAINABLE DAWSON

Dawson College first demonstrated its commitment to sustainability in 2006 with a two-year Action Conservation program coordinated by an external non-profit organization and in 2009 a Sustainability Policy was adopted by the Board of Governors. Since then, Dawson has implemented sustainable practices throughout the College, integrated sustainability content and themes into academic and extracurricular activities, and aligned practices and operations with sustainability principles. For example, in 2016, Dawson became carbon neutral forever. Dawson continues to build its expertise in sustainability, integrate best practices and share knowledge with other educational institutions, non-profit organizations and businesses, locally and internationally. Dawson College is committed to the practice and promotion of well-being for all, sustainably. Dawson's Living Campus is used as a vehicle for achieving human and ecological well-being which includes human health and happiness, social justice, responsible economic activity and a healthy natural environment for current and future generations. The Living Campus activities that are led by students and staff contribute to *well-being for all*, one of Dawson's core values. Living Schools represent one of the sustainability-related outreach activities of the College.



**SEVERAL BEE
COLONIES ARE
KEPT ON DAWSON'S
ROOFTOPS AND THE
HONEY EXTRACTED
BY STUDENTS IN
THE FALL**



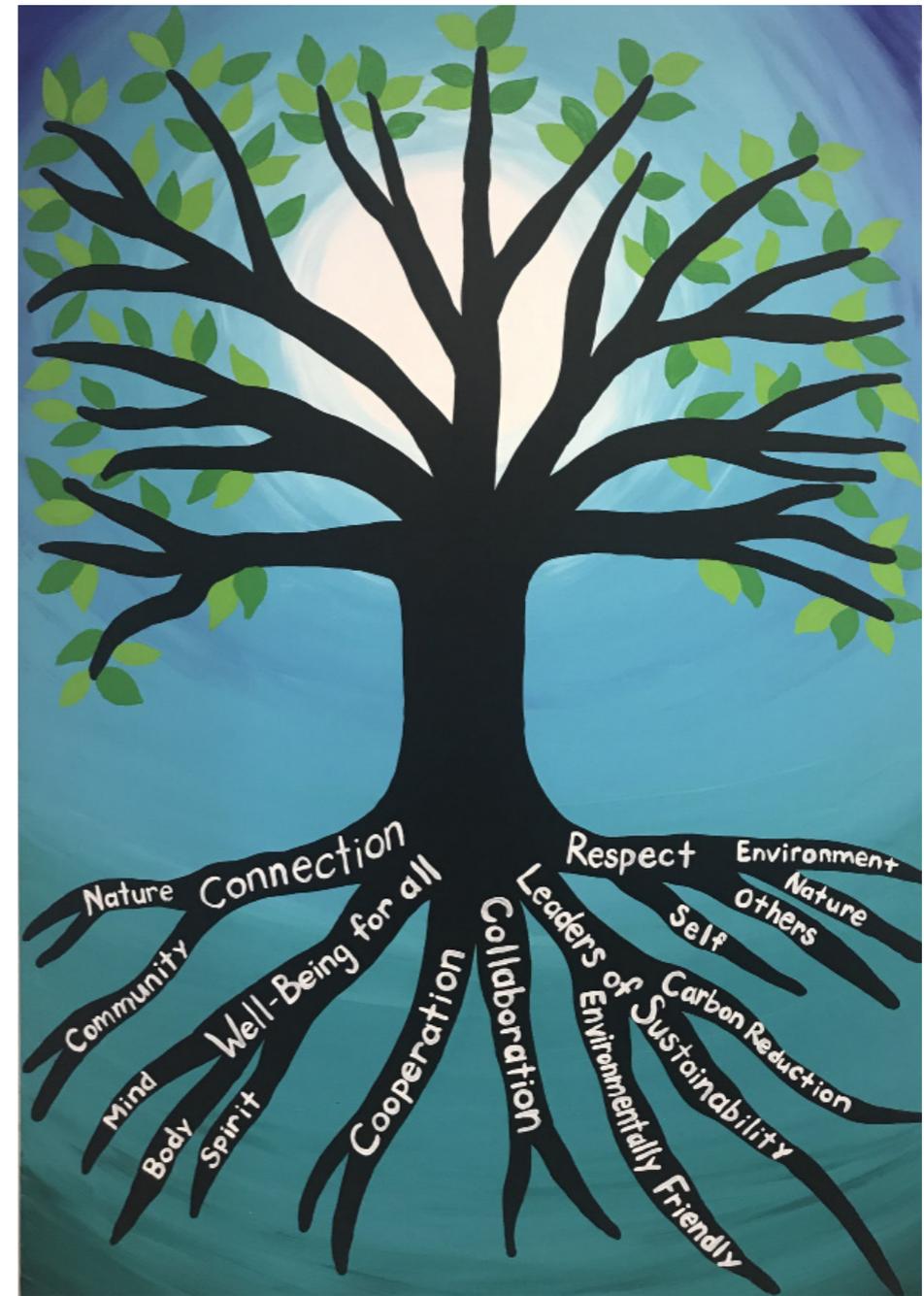
WHAT ARE LIVING SCHOOLS?

LIVING SCHOOLS ARE PREDICATED ON AN EDUCATION VISION OF WELL-BEING FOR ALL.

This embraces well-being – individually and collectively, for all people and the ‘other than human’ life on our planet. It is an inclusive vision that recognizes that our well-being is important both now, and in the future, and that our well-being is intertwined with that of other people and the natural environment. (O’Brien, 2016, p. 9)

Living Schools are places where people are flourishing, where staff and students are on a co-learning journey, and there is an explicit awareness that schools are interconnected with local and global communities, including the natural world. Living Schools reflect an ethos of bringing life to education and education to life. This means that the values of sustainability and *well-being for all* (Hopkins, 2013, O’Brien, 2016) influence *what* is learned, *how* it is learned, *where* and *when* it is learned, and ultimately *why* it is learned. Living Schools demonstrate the inspiring and dynamic transformation that is possible when the very purpose of education is questioned and the answer is that it ought to lead to *well-being for all, sustainably*.

Inspired by Dawson College’s Living Campus, Cape Breton University professors, Catherine O’Brien and Patrick Howard developed the concept of Living Schools (O’Brien & Howard, 2016) and created the Living Schools Attributes Chart as well as a resource for educators (see the living schools discussion chart in the Appendix) to explore how their classroom and school already reflect the Living Schools Attributes and further steps that they would like to take.



WALL DISPLAY AT COOKSHIRE SCHOOL - LIVING SCHOOL ATTRIBUTES



OBJECTIVES AND PARTICIPANTS

The Living Schools Symposium is an annual international gathering of educators, researchers and school administrators who come together to brainstorm, share experiences and implement strategies for reimagining education with a focus on environmental sustainability. This year, Tina Jacklin, Principal of Cookshire Elementary School, presented on the process of transitioning to a Living School, which followed from a unanimous vote by teachers and staff to become a Living School in December 2017. Similarly, symposium participants shared best practices for applying action-based learning that can transform a school culture. Subsequently, symposium participants reviewed and further defined the Living School Attributes developed by Dr. Catherine O'Brien and Dr. Patrick Howard following a presentation led by Dr. O'Brien.

Partners from Mexico presented on how their respective projects meet the framework for Living Schools. Partners included: Jorge Viana, a professor at the Biological Research Center in the Hydro-botany Laboratory, and Director of the Preparatoria Comunitaria de Tres Marias; Dr. Ruth Belinda Bustos Cordova, a teacher at the Universidad Pedagógica Nacional in the state of Morelos highlighted case studies from Tres Marias (Dr. Belinda coordinates the Bachelor Teaching degree for Preschool and Primary Education in Indigenous Communities); Casandra Venegas, an Environmental Engineering student at the Universidad Politécnica del Estado de Morelos (UPEMOR); Laura Elena Hernández Navarro who has worked for more than 10 years in the Interscholastic Commission of Collegiate Exams and in the elaboration of Study Programs; Luisa Montes, clinical psychologist who teaches identity writing and theatre workshops, violence prevention in courtship in educational institutions and community theatre with a focus on sustainability, well-being, inclusion, and diversity.



AGENDA

The morning began with an introduction from Azra Khan, from the Human Resources department at Dawson, and Chris Adam, Sustainability Coordinator at Dawson. Dr. Catherine O'Brien, from Cape Breton University, presented on the Living School Attributes. Participants from Tres Marias followed O'Brien's presentation. Staff from Cookshire Elementary School discussed goals and challenges for developing their Living School. Participants were given a lunch break, during which some opted to tour the sustainability initiatives at Dawson. The afternoon began with discussions regarding the Living School Attributes, focusing on recommendations for additions and revisions. Each group presented their ideas for furthering the Living School Attributes framework and the symposium concluded with a discussion of future directions and goals for Living Schools.

I am tremendously impressed with Cookshire Elementary's commitment to being a Living School! This is the kind of education leadership that will inspire others to follow and foster schools where students, staff, the community and our natural environments will flourish.

Dr. Catherine O'Brien, Cape Breton University



OVERVIEW OF OUTCOMES

“What is happening at Cookshire Elementary School (CES) is nothing short of inspirational and I wish all children, including mine, could experience it! Their students are “experiencing” as they learn, understanding real-world problems and finding concrete solutions. At CES, teachers and administrators are modeling and teaching sustainable practices and ways of thinking that contribute to the well-being of the community and the environment.

Julia Lijeron, PedagogicaCounsellor, Office of Academic Development

- The participant contact list will be distributed for ongoing conversations and sharing of resources (see resources below).
- There was agreement that it may be beneficial to create an alternate design for presenting the Living Schools Attributes that portrays the interconnection across the attributes more effectively (it was recognized that the current linear format may appeal to some individuals while others may find a less structured design to be more appealing).
- Dr. O'Brien offered to discuss the recommendations from the symposium with her colleague, Dr. P. Howard, and to share the revised framework with participants (see the revised framework below).
- The symposium proceedings were videotaped and a video will be shared with participants and the public.
- Cookshire Elementary announced that it will be celebrating its Living School in June of 2018 and Dawson staff and faculty will be attending the celebration!
- A commitment was made to hold another Living Schools symposium in 2019.



**COOKSHIRE
PRINCIPAL,
TINA JACKLIN
ADDRESSING
LIVING
SCHOOL TOUR
PARTICIPANTS**



NEXT STEPS

BUGZ INN RIBBON CUTTING



COOKSHIRE ELEMENTARY AS A LIVING SCHOOL

Cookshire Elementary school has already established an insect hotel (Bugz Inn), a pollinator garden, and planted the first bush for their edible hedge. Students are painting bee boxes for a local beekeeper, composting with worms, and they posted what makes them happy on their Happiness wall! Many more plans are in the works and we will look forward to hearing about their progress at the next Living Schools symposium.

LIVING SCHOOLS TOUR



The staff at Tres Marias have offered to send images and videos of the many projects they have already initiated that align with the Living Schools Attributes. In June they also voted to become a Living School.

References

- Hopkins, C. (2013). Educating for sustainability: An emerging purpose of education. *Kappa Delta Pi Record*, 49, 122-125.
- O'Brien, C. (2016). *Education for sustainable happiness and well-being*. New York: Routledge.
- O'Brien, C., & Howard, P. (2016). The living school: The emergence of a transformative sustainability education paradigm, *Journal of Education for Sustainable Development*, 10(1), 115-130.



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<p>Values and Vision School community members are committed to:</p>	<p>Leadership Organizational structures are characterized by:</p>	<p>Teaching and Learning Pedagogical practices are influenced by:</p>	<p>Nature and Place Based Orientation Schools reflect a commitment to:</p>	<p>Health and Well-Being School community demonstrates practices designed to:</p>
<p>Engaging with the world</p> <p>Developing a cultural awareness of other's world views and identities</p> <p>Demonstrating and modeling care for plants, other animals, and the rest of the natural world</p> <p>Developing compassion for oneself, other people and all living things as well as skills to address positive change</p> <p>Promoting the health and well-being of students, staff, the wider community, natural environment</p> <p>A solution focused growth mindset when facing challenges and opportunities</p> <p>Creating trusting and respectful relationships in the school community</p> <p>Respecting indigenous world views and traditional ways of knowing</p>	<p>Ensuring teachers, students have voice and agency</p> <p>Developing strong collaborative relationships with staff, parents, guardians, and community</p> <p>Creating opportunities for professional development for transformative learning</p> <p>Cultivating an ethos of equity, inclusion and diversity</p> <p>Explicit support for sustainability education and well-being</p> <p>Encouraging risk taking to explore new ways of living, learning, and working in a safe environment</p>	<p>Collaborative processes</p> <p>Holistic approaches to teaching and learning</p> <p>A commitment to inquiry-based strategies to affect real world change</p> <p>A spirit of inclusion, student centred and differentiated learning</p> <p>The development of creativity and creating a climate for risk taking and student agency</p> <p>Modeling healthy and sustainable lifestyles</p> <p>Authentic assessment of and for learning practices</p>	<p>Using natural, social, built environments, including the school envelope to foster learning</p> <p>Incorporating outdoor learning relative to location of school</p> <p>Developing ecological literacy of students and teachers</p> <p>Incorporating furniture, light, classroom resources sustainably and to promote well-being</p> <p>Developing strong ties to community and commitment to active citizenry</p>	<p>Develop emotional, physical and spiritual well-being of students, staff, and teachers</p> <p>Support the principles of health promoting schools</p> <p>Explore the links between human health and the natural world</p> <p>Explore the relationships between sustainability, happiness, and well-being for all</p> <p>Support positive communication in the classroom, at school and with the wider community</p>



APPENDICES

APPENDIX A: SAMPLE LIVING SCHOOLS DISCUSSION CHART (ELEMENTARY SCHOOL)



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>

APPENDIX B: SAMPLE LIVING SCHOOLS DISCUSSION CHART (HIGH SCHOOL)



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 	Our students participate in volunteer activities, community building and career exploration	Greater whole school service projects.	Projects by grade level.
<ul style="list-style-type: none"> Developing an expanding cultural awareness of other’s world views including indigenous knowledge and world views 	We have a great start on our Indigenous knowledge, but could continue the work to build community.	Greater cultural exploration and celebration. Infusion of culture into curriculum work.	Cultural days, music, dance and food.
<ul style="list-style-type: none"> Demonstrating a concern for the living world 	We have the horticulture program and it is expanding.	Make our campus a healthier place. More planters, more recycling, greater resource awareness.	Same. Animal therapy.
<ul style="list-style-type: none"> Developing a compassion for people and all living things as well as the skills to address positive change 	We celebrate strengths. We have childcare and human care. Breakfast club, brown bag lunch. Cinderella/Prince Charming. Kids up Front. All In For Youth.	Giving back to community	Projects at grade level
<ul style="list-style-type: none"> The health and well-being of students, staff, the wider community, and natural environment 	The health of our students is very important.	The health and well-being of staff. Health and well-being of community. The health of the natural world.	Focus on Staff well-ness for this year.
<ul style="list-style-type: none"> A solution-focused growth mindset when facing challenges and opportunities 	When evolving into K & E/ CTS we have really committed to evolving, looking at assessment and curriculum.	Moving (school name) into a School of Choice for the work with students that we do.	Entire staff to become trauma informed. Staff reflection on pedagogies and new ways to deliver.

Leadership: Organizational and governance structures are characterized 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"> Ensuring teachers, students have voice and agency 	Principal's advisory council. Parent's council.	PAC evolution. Social Committee.	More work around PAC's More staff engagement
<ul style="list-style-type: none"> Developing strong relationships with parents and community 	Great connection to athletics.	Parents Council could be stronger. Greater opportunities to bring community into the school. Parent Learning Series.	Parent meetings at start of year. Monthly Learning Series. Engage Community in work being done in school.
<ul style="list-style-type: none"> Creating authentic opportunities for professional development of teachers for transformative learning 	Participation on Cohorts: Designing the shift, literacy, Aboriginal Learning, Trauma Informed Practice.	Reflection and dialogue with staff for staff.	Staff led.
<ul style="list-style-type: none"> Cultivating an ethos of inclusion and diversity 	Inclusion of Aboriginal culture.	Multiculturalism and diversity awareness and celebration.	Student and staff engagement in moving work forward.
<ul style="list-style-type: none"> Explicit support for sustainability education and well-being 	Examination of well being	Conscious and intentioned work on well-being. Begin to consider sustainability in our work.	Connected those interested in the work with each other and resources.
<ul style="list-style-type: none"> Encouraging risk taking to explore new ways of living, learning, and working 	Outdoor Education. De-tracking.	Greater opportunities to explore these ideas.	Discuss this idea with staff and connect to the benefits for the community. Provide opportunities to explore.

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 	Collaboration between (school name) and other schools re: assessment, de-tracking, literacy, aboriginal education.	Greater collaboration between teaching staff in the building.	Encouraging this work within the building and in the community.
<ul style="list-style-type: none"> • A holistic view of teaching and learning 	Our work on Trauma, well-being.	Shifting pedagogy through exposure	Providing opportunity to explore
<ul style="list-style-type: none"> • A commitment to inquiry based strategies and actions to affect real world change 			Brain storm with staff and students ideas and solutions.
<ul style="list-style-type: none"> • An ethos of inclusion, student-centered and differentiated learning 	Alternative programs, de-tracking, formative assessment. IRIS work, career exploration.	LBGQT club and awareness. Multicultural perspectives.	Get staff and students working on clubs and events.
<ul style="list-style-type: none"> • The development of creativity and creating a climate for risk taking and student agency 	Talent show, SKILLS Canada, shop projects.	More opportunities. More celebration of success in this area.	Work with staff to seek out opportunities.
<ul style="list-style-type: none"> • Modeling healthy, sustainable lifestyles 	Composting, Recycling. Elimination of non-recyclables.	Increased efforts school wide.	Staff wellness priority. School garden and produce used in cafeteria. Yoga and meditation club and designated time out area. Investigate therapy animals. Jag Time.
<ul style="list-style-type: none"> • Authentic assessment of and for learning practices 	Excellent work done by the staff around assessment and student centered learning.	Continue this work in the evolution of instruction and learning.	Continued collaboration in this area and search for opportunities for PD

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 opportunities 	Horticulture, Culinary, Construction, Auto body, Art, Digital Media, Child care, shops and academic collaborations.	School garden, Zen space, art therapy and therapy animal.	Find staff interested in pursuing these ideas.
<ul style="list-style-type: none"> Incorporating outdoor teaching and learning relative to the location of the school 	Outdoor Ed. Phys. Ed., Leadership, and hort. are connecting students to the outdoors.	Total school commitment.	Get to know the natural community surrounding the school as a staff, which will open up opportunities for the students.
<ul style="list-style-type: none"> Developing ecological literacy of students and teachers 	Literacy has been a focus in the school.	Ecological literacy.	Discuss with staff and find those interested to lead the work.
<ul style="list-style-type: none"> Incorporating use of furniture, light, classroom sustainably to enhance well-being 	Learning commons transformation. Modernized area of school.	Washrooms improved appearance. Cafeteria improvement.	Look for ways to accomplish this on little or no budget.
<ul style="list-style-type: none"> Developing strong ties to community and commitment to active global citizenship 	Learning commons. Aboriginal community connections	Learning commons use by community. Parent education. Community event	Parenting workshops in the evening once a month. More celebrations of learning throughout the year. Combining the efforts of Forest Lawn High, Ernest Morrow Jr. High, with (name of school). Work with the public library, Health Center, and recreation centres

Health and Well-Being: School community demonstrates principles and practices that are designed 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"> Develop emotional, physical, and spiritual well-being of students and teachers 	<p>Staff has worked with Well Aware by Patrick Carney, and some staff have taken Mindfulness training and worked with Learning to Breathe – Broderick. Yoga offered to staff and students. Entire staff becoming trained in Trauma Informed Practice.</p>	<p>Staff wellness needs to be prioritized.</p>	<p>Greater exploration and use with staff and students. Curriculum development and sharing.</p>
<ul style="list-style-type: none"> Support health-promoting schools 	<p>EAST CALGARY HEALTH COMMITTEE members. Working with ALEX bus, East Calgary Health Clinic, Public Library, All In For Youth, and Calgary City Police.</p>	<p>Greater Emphasis on the work we are doing to promote this at JJ.</p>	<p>Examining this document as a staff and committing to moving the work forward. Jag Time.</p>
<ul style="list-style-type: none"> Explicitly explore the links between human health and the natural world 	<p>Outdoor Education, Phys. Ed. and indigenous leadership club have been doing this work.</p>	<p>Exposing staff to the opportunities available.</p>	<p>PD sweat lodge and nature walk to star the year.</p>
<ul style="list-style-type: none"> Explores the relationship between sustainability, happiness, and well-being 	<p>We have been working towards happiness and wellbeing in our PD work.</p>	<p>We need to be more intentional in the work. We need to explore sustainability alongside happiness and well-being.</p>	<p>On Flex Fridays hour long homeroom sessions where staff and students can examine what is Trauma and how does it affect us. Executive functioning. Use of IRIS to support strength based learning. Mindfulness, happiness and well-being.</p>
<ul style="list-style-type: none"> Support positive communication in the classroom, at school and in the wider community 	<p>Strength based language. Re-claiming strategies from the circle of courage. Dr. Ross Greene’s - identifying the lagging skills and unsolved problems that have been contributing to challenging episodes.</p>	<p>Work on common language in staff and students in these areas.</p>	<p>Identify with staff what this looks like and move the work forward.</p>

Completed by (name of educator or school):

Grades (elementary, middle school, high school): High School

Comments: _____