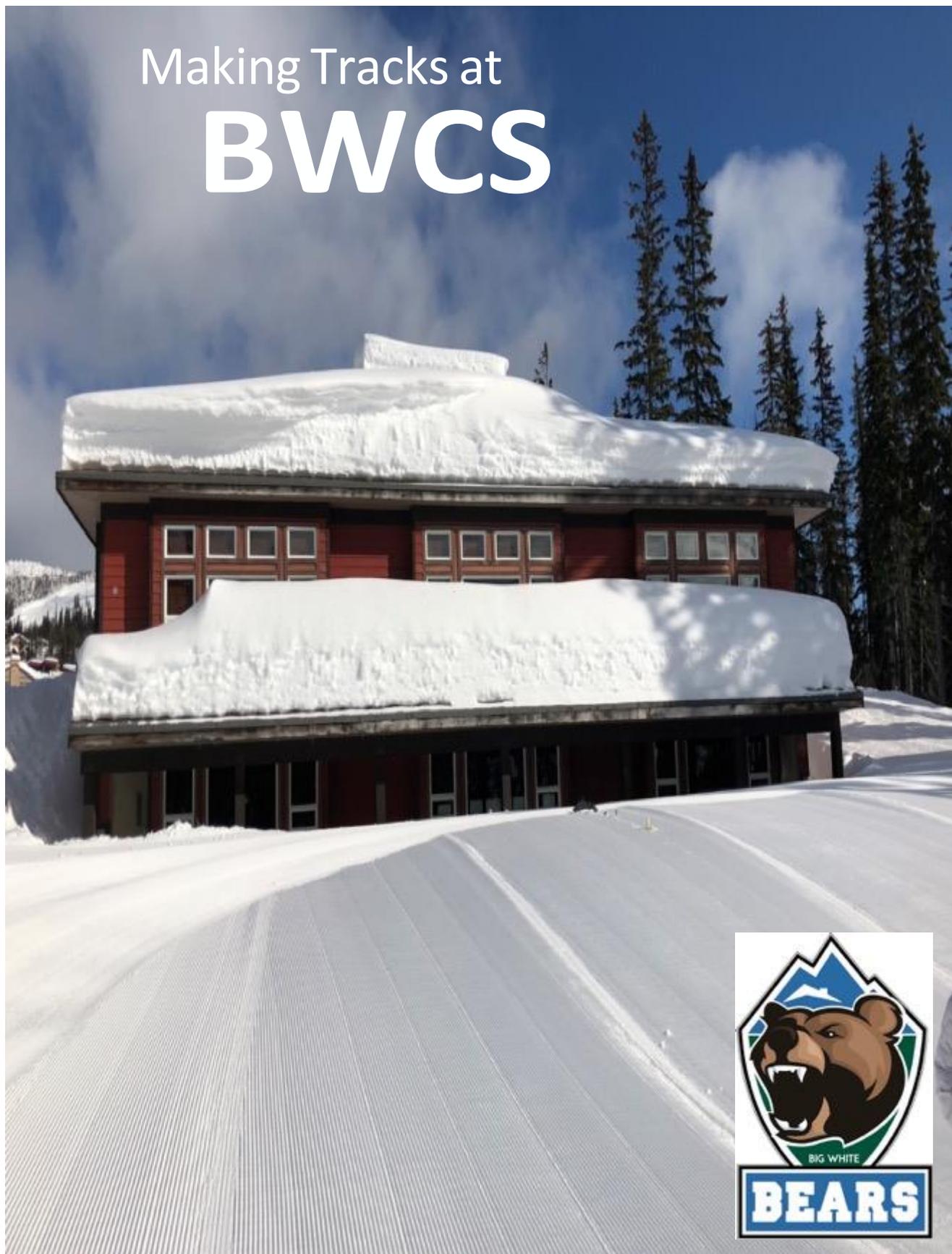


Making Tracks at **BWCS**



Who Are We?

Built in 2004, Big White Community School is nestled in the Monashee Mountains. Part of the vibrant Big White Ski Resort, our little community of 350 permanent residents grows to around 20 000



residents in the winter months.

Being outdoors is a normal part of the culture at Big White. Staff and students are happiest creating, exploring and having fun, participating in activities such as snowboarding, skiing, snowshoeing, skating, tobogganing, hiking, building forts

and just playing. We also work closely with our local community, collaborating on providing deep learning experiences for our students.

Our values are shown in TRACKS, an acronym that stands for teamwork, responsibility, attitude, courage, kindness and self-regulation. We believe when we focus on improving ourselves in these areas, we make “tracks” on our learning journey, becoming the best version of ourselves and becoming active participants in the classroom, the school, our families and the community.



Where are we flourishing?

Students are passionate about their interests and engage



enthusiastically in learning when they are able to relate to the experiences on a personal level. They are curious, friendly and feel very connected to our environment.

Students collaborate well together, particularly when the older class buddies up with the younger class. The primary and intermediate classes have strong connections and interact well in and outside of school.

We have gone from a school with few traditions or celebrations to one where students celebrate each others' successes. From dances to Thanksgiving dinners, we have many celebrations that encourage student participation.

How can we nurture flourishing?

If our students excel with hands-on learning, how can we capture this experience across all subjects? If our students are engaged and passionate outside, how can we have intentional, deep learning opportunities outside. When students are engaged in their learning, they flourish.

We believe that if we take those successful experiences, such as Entrepreneurship Day and outside education, and apply the



pedagogical philosophies to other areas of practice, students will increase their engagement and will begin to flourish in all aspects of their learning. We need to focus on increasing positives, rather than focus on correcting negatives, in our pedagogical efforts.

A staff that flourishes will have students that flourish. Staff will be conducting their own inquiries on how to build up engagement and support emotional learning with their students. These inquiries are of their own choosing and are meant to help them embrace their authentic teaching selves.

Spreading Joy

Will hands-on activities with an emphasis on outdoor learning opportunities help students and staff at BWCS flourish?

Will student-created digital portfolios to showcase learning and reflection increase student agency?



Will a focus on writing through hands-on activities like makerspaces increase engagement?

How can students learn social-emotional resilience through Indigenous literature?

Can having intentional outdoor experiences make student learning deeper?



Specific Goals

- **Intellectual:** Will experiential experiences both inside and outside and descriptive feedback increase student engagement and autonomy.
- **Social Emotional:** Will teaching social emotional skills through literature (Indigenous and non-Indigenous) improve students' self-regulation?
- **Career:** Will continued exploration of core competencies help students understand their identity, strengths and stretches?

Building Practice “Inquiry for Flourishing”

Monique Grey-Smith’s online course “The Ripple Effect of Resilience”

Softening the Edges: Assessment Practices that Honour K-12 Teachers and Learners” by Katie White

“Leaders of Their Own Learning” by Ron Berger

Measuring Our Impact

What data will we collect to help us understand the impact of our actions?

MDI 2019

Grade 4s

- 45% were low for **well-being** index (province is 35%) – **social emotional/well-being**
- Lower than province with adult relationships (78% to 82%) – **relationships**
- Peer relationships (70% to provincial 80%) – **social emotional learning**
- Nutrition and sleep (55% to 63% province) - **social emotional learning**
- After school activities (83% to 85% province) - **connectedness**

Grade 7s

- Well-being index same as province (31%) - **may not be lower than provincial, but this # is low**
- Adult relationship 68% (72% provincial) - **SEL**
- Peer relationship 76% (79% provincial) - **SEL**
- After school 69% (82% provincial) - **SEL**

District Survey for BWCS 2020

40% liked school – that means 60% didn't!

50% are anxious – curious about why they are anxious

Want – this is what students and parents want to see at their school

- To be creative and innovative
- High expectations
- Positive learning environment
- Enjoyable
- Hands-on

Student Learning Survey 2020

Grade 7

39% say learning to take care of mental wellbeing (province says 49%) SEL

70% would like to go to a different school (province is 60%) not engaged?

46% feel anxious (provincial is 35%) lots feeling anxious

47% feel they belong (provincial is 51%) most don't feel like they belong

56% say learning to take care of physical health (provincial is 66%) below average

Grade 4

52% happy at school (province is 70%) **below province**

63% feel welcome (province is 75%) **below province**

44% like school (province is 65%) **below province**

24% say learning to take care of mental wellbeing (province 37%) **below province**

48% say feel they belong (59% province) **below province**

48% feel good about self (province 66%) **below province**

24% learning to take care of their bodies (province is 44%) **below province.**